

# ENGLISH

Student's Book

# 11





## Azərbaycan Respublikasının Dövlət Himni

Musiqisi *Üzeyir Hacıbəylinin,*  
sözləri *Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!  
Ey qəhrəman övladın şanlı Vətəni!  
Səndən ötrü can verməyə cümlə hazırız!  
Səndən ötrü qan tökməyə cümlə qadirikiz!  
Üçrəngli bayrağınla məsud yaşa!  
Minlərlə can qurban oldu!  
Sinən hər bə meydan oldu!  
Hüququndan keçən əsgər,  
Hərə bir qəhrəman oldu!

Sən olasan gülüstan,  
Sənə hər an can qurban!  
Sənə min bir məhəbbət  
Sinəmdə tutmuş məkan!

Namusunu hiiz etməyə,  
Bayrağını yüksəltməyə  
Cümlə gəndər müştəqdir!  
Şanlı Vətən! Şanlı Vətən!  
Azərbaycan! Azərbaycan!



**HEYDAR ALIYEV**  
**THE NATIONAL LEADER OF THE AZERBAIJANI NATION**

LAYIH

# ENGLISH

# 11

## **Student's Book**

English as the main foreign language for the 11<sup>th</sup>  
grade of the general secondary schools

LAYIH

BAKU - 2018

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# UNIT 1. HEALTH

## Lesson 1. Mind Power

### What you'll learn:

**Vocabulary:** Keeping Brain Healthy

**Grammar:** Have/Get something Done

**Speaking:** Speaking about the brain and its activities

**Writing:** How to Improve Memory

### WORD FILE

**absorb** [ əb'sɔ:b ] (v) take in and understand fully (*information, ideas, or experience*) *She **absorbed** the information in silence.*

**boost** [bu:st ] (v) help or encourage (something) to increase or improve. *Arrange of measures to **boost** tourism.*

**bossy** ['bɒsi] (adj) fond of giving people orders; domineering. *Don't be so **bossy**!*

**charge** [tʃɑ:dʒ ] (v) demand/ amount as a price for a service provided or goods supplied.

**complexity** [kəm'pleksəti ] (n) the state or quality of being complicated. *An issue of great **complexity**.*

**data** ['dɜ:tə] (n) facts and statistics collected together for reference or analysis. *There is very little **data** available.*

**distinction** [di'stɪŋ(k)(ə)n] (n) a difference or contrast between similar things or people. *There is a sharp **distinction** between domestic politics and international politics.*

**entire** [ɪn'taɪə] (adj) with no part left out; whole, complete, total

**interfere** [ɪntə'fɪə ] (v) intervene in a situation without invitation or necessity. mix, merge, impede; *You promised not to **interfere**.*

**marvel** [ mɑ:v(ə)l ] (v) be filled with wonder or astonishment. *She **marveled** at Jeffrey's composure.*

**rigid** ['rɪdʒɪd] (adj) unable to bend or be forced out of shape; not flexible. *A seat of **rigid** orange plastic.*

**store** [stɔ:] (v) keep or accumulate (something) for future use. *A small room used for **storing** furniture.*

**tend** [tend ] (v) regularly or frequently behave in a particular way or have a certain characteristic. *Written language **tends** to be formal.*



## Listening / Speaking

1. **PW.** Answer the questions and share your ideas with your classmates.

1. What does the brain do?

\_\_\_\_\_

2. Do we use the brain while we sleep?

\_\_\_\_\_

3. What is the difference between the left and the right sides of the brain?

\_\_\_\_\_

4. How much of the brain do we usually use?

\_\_\_\_\_

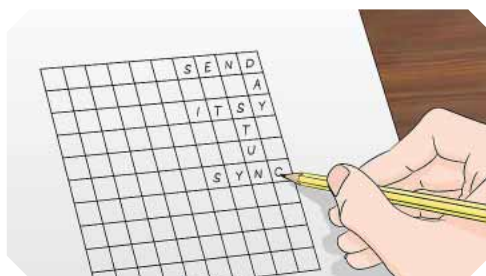
### *Chinese Proverb*

*Tell me, I'll forget*

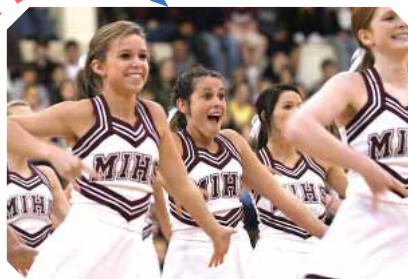
*Show me I may remember*

*Involve me I'll understand!*

2. **CW.** Look at the photos and say what people do to keep the brain healthy.



How to keep the brain healthy?



## Listening / Speaking

### 3. PW. Listen and give your opinions on : “ How to keep the brain healthy?”

Match the titles to the paragraphs.

- a) Eat well!      c) Exercise your brain!  
b) Exercise!      d) Avoid Stress!      e) Get your hearing checked!

## Five Ways to Keep Your Brain Healthy

1

We all know the saying “Healthy body, healthy mind”. Oily fish like salmon and tuna, along with fruit and vegetables, provide essential vitamins to keep your brain young and fit.

2

Regular exercise increases the circulation of blood to your brain, making it more efficient. If you haven’t exercised regularly before, **get** your blood pressure **checked** to make sure your heart is healthy.

3

Hearing loss can seriously **interfere** with memory, so if you think you might have a problem, **have** your ears **tested** right now.

4

Just like your body your brain needs to keep fit. Do crosswords, read books. Test and develop your memory with special exercises.

5

We all know that when we have too much to do we start to forget things. Take breaks and make time to relax!

### 4. GW. Listen to the Brain facts and discuss them with your classmates.

## FACT FILE BRAIN FACTS

- Our brain consists of two halves, known as the left and right **hemisphere**\*
- The two halves of the brain are not exactly the same: the left side of the brain is normally larger.
- The two halves of the brain process information in different ways.
- Although one side (*usually the left*) is dominant in most people, nobody is totally right-or left-brained-just as no one is totally right-or left-handed.



\*hemisphere - a half of a sphere

## Listening / Speaking

### 5. **GW.** Listen to the Language Focus and find other examples of this type of sentences in the text.

#### Language Focus

#### The Passive Causative\* Have/Get something done

We use “**Have something done**” to say that we arrange for somebody else to do something for us. If you have something done, you don’t do it, somebody does it for you.

#### *Sample:*

- *The roof of Jane’s house was damaged in a storm.*
- *Yesterday a workman came and repaired it.*
- *Jane had the roof repaired yesterday.*

*This means:* Jane arranged for somebody else to repair the roof.

- *She didn’t repair it herself.*

#### *Compare:*

*Jane repaired the roof.* = (she repaired it herself)

*Jane had the roof repaired* = (she arranged smb else to repair it)

**Get** is normally used in conversation and informal writing.

- *Have your ears **tested** right now.*
- *Get your hearing **checked**.*

Sometimes “**have something done**” is used to say that something happens to somebody or their belongings. Usually what happens is not nice.

#### *Sample:*

- *Tom had his nose broken in a fight.*

### 6. **GW.** Say the sentences in the way shown. Use Have/Get something done.

*Model:* Tom didn’t paint the walls of the room himself.

He **had** them **painted**.

1. My grandpa always checks his blood pressure himself. He \_\_\_\_\_.
2. Kate isn’t making the curtains herself. She \_\_\_\_\_.
3. Julia’s brother usually cuts his hair himself. He \_\_\_\_\_.
4. The children haven’t cleaned their room themselves. They \_\_\_\_\_.
5. Jane mustn’t paint the fence herself. She \_\_\_\_\_.
6. Mother won’t clean the rooms. She \_\_\_\_\_.
7. Pavlo didn’t make his suit himself. He \_\_\_\_\_.
8. Ann’s hat was blown off in the wind. She \_\_\_\_\_.
9. My granny can’t bake the cake alone. She \_\_\_\_\_.

\***causative** - acting as a cause (a causative verb/factor)

## Reading

1. **GW.** Read the information given in the text and choose the best title. Give a short review of it.

- a) *Evolving Brain*      b) *Corpus Collosum*      c) *The Left Brain*  
d) *The Right Brain*      e) *Liberate Your Mind Power*

Have you ever thought that a human being is the owner of the best personal computer in the world and that you are carrying it with you wherever you are? Scientists have been studying the brain for a long time and they all agree that the human brain is a marvelous and fascinating thing.

One thing that makes the brain so special is its amazing **complexity** like that of a computer. No other part of our body can perform as many functions as the brain can. It controls the body, **stores data** in the form of memories, and creates thoughts, dreams, ideas, emotions, and moods. While we are asleep the brain makes sure that the internal organs (i.e. the liver, kidneys, heart, etc.) continue to work. So, the brain works non-stop, day and night, all our lives.

Another fascinating thing about the brain is its perfect structure. It consists of a mass of soft grey **matter\*** (10 billion nerve cells) inside the head and is divided into two **hemispheres** which are connected by the **corpus callosum\***. The two halves can operate quite independently of one another and have developed areas of specialization and different abilities. The Left Brain controls logic, language, reasoning, facts, numbers, and the movements of the right-hand side of the body. The Right Brain controls emotion, music, images, and imagination, dreams and rhythm, colour, day-dreaming, face recognition, and the movements of the left-hand side of the body. For most people the left hemisphere is more powerful than the right one. That is why 91% of people are right-handed. In creative artists (painters, writers, etc.) the right hemisphere is more dominant. These **distinctions** are not **rigid** as each side, to a certain extent, can perform functions which we normally associate with the other side. Last but not least, scientists are still **marvelling** at our brain's high potential. Their findings indicate that the brain can take 10 new bits of information every second for an **entire** lifetime and still be not more than half full. Tony Buzan and Terence Dixon published the results of their research in a book called "The Evolving Brain". In the book, they tell us that if the brain is used properly, we continue to learn more and more the older we get, although it is perfectly true that we **tend to absorb** more information when we are young.

2. **GW.** Read and find the definition of the words in bold above. Use them in your own sentences.

\***matter** - substance

\***corpus callosum** - a board band of nerve fibers joining the two hemispheres of the brain

## Reading


3. **GW.** Complete the table according to the information. (See task 1, page 10)

Information that I knew	Information that is new
• •	• •

4. **PW.** Say which side of the brain is dominant in the activities below:

- |                         |                                     |
|-------------------------|-------------------------------------|
| ▶ Operating computer    | ▶ Moving your right thumb           |
| ▶ Making up stories     | ▶ Recognizing faces                 |
| ▶ Bending your left leg | ▶ Working out mathematical problems |
| ▶ Drawing pictures      | ▶ Doing crosswords                  |

5. **CW.** Read the advertisement for the BrainBoost course expressing your attitude.



**Brain  
Boost**

**Boost** your brain power with  
Professor BrainBoost's unique methods

**"All in just ten minutes a day"**

What does the "**BrainBoost package**" include?

How much does it cost?

How helpful can these unique methods be for you?

**BrainBoost's unique methods can help you to:**

- *Increase your concentration! Develop your powers or logic!"*
- *Improve your study skills and remember facts effortlessly."*
- *Remember a name, a face or an appointment!"*
- *Open up your imagination!*

You can boost your brainpower with Professor BrainBoost's unique methods, developed over twenty-five years. All in just ten minutes a day!" BrainBoost's unique methods will stimulate your brain!

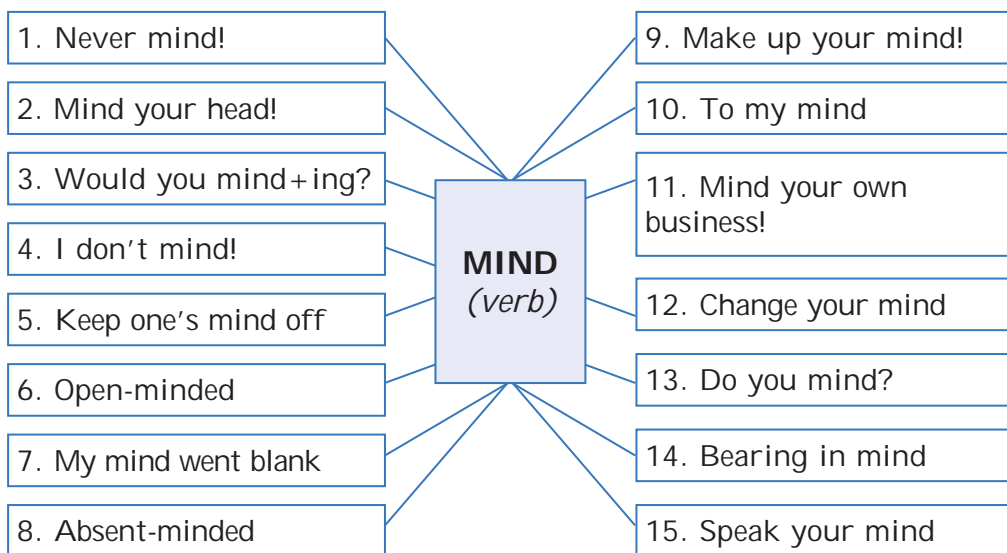
6. **PW.** Read the joke and give your comments on it.

A man went in for a brain transplant operation and was offered a choice of two brains by the surgeon. He could choose either the architect's brain which was \$ 10.000 or the politician's brain which was \$ 100.000. "Does that mean that the politician's brain is much better than the architect's?" exclaimed the clearly **puzzled**\* man. "Not exactly", replied the surgeon, "the politician's brain has never been used".

\***puzzled** - dull, frozen, confused, embarrassed

## Writing

- 1. PW/GW.** Replace the words and phrases in the sentences below with “Mind” phrase from the diagram and compare your peer’s version with yours. **For example: 1a**



- a) A trip to the cinema will help you to stop thinking about the exam tomorrow.
- b) No, I won't tell you his name! It doesn't concern you!
- c) Try to be unprejudiced about Trudi's new friend – don't decide about him before you've even met him.
- d) Although it was an easy question, suddenly I couldn't remember anything, and I was unable to answer.
- e) Many people are afraid to give their opinion.
- f) Is there something worrying you? Can I do anything to help you?
- g) I don't know what they are so angry about. In my opinion it's a very good scheme.
- h) "I am sorry, I dropped a glass on the floor." "Don't worry about it. I'll get a pan and brush."
- i) I've changed my opinion about that. I'll take it after all.
- j) Remembering his age, I thought he did very well to come third.
- k) Would it be possible to move your car? It's blocking the entrance.
- l) Ann is over eighty years old, so it's not surprising. She's a bit forgetful.
- m) Be careful with your head. The ceiling is very low here.

- 2. GW.** Have a test on the following internet address and find out whether you are left or right brained. ([www.personalitytest.net/cgi-bin/binary/gg-cgi](http://www.personalitytest.net/cgi-bin/binary/gg-cgi)) Write a short paragraph about the results of your brain test.

## Writing

### 3. **PW.** Match the words with their definitions. You can use your mini-dictionary.

1. an aggressive 2. an articulate 3. a **bossy** 4. a co-operative 5. an emotional 6. an intuitive 7. a practical 8. a self-confident 9. a stubborn 10. a sympathetic

- a) \_\_\_ person is always telling others what to do.
- b) \_\_\_ person is quick to show their feelings, by laughing or crying.
- c) \_\_\_ person can express himself/herself very accurately with words.
- d) \_\_\_ person tries to understand other people's problems.
- e) \_\_\_ person refuses to change his/her mind.
- f) \_\_\_ person is very good at repairing or making things.
- g) \_\_\_ person is happy to work with or help other people.
- h) \_\_\_ person is not shy or nervous in social situations.
- i) \_\_\_ person behaves in an angry or threatening way.
- j) \_\_\_ person relies on their feelings rather than facts when deciding things.

### 4. **IW / PW.** Write a short dialogue how to improve memory using new words and structures Have/Get something done.

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<b>1. Reading</b> <b>I can read and understand:</b> <ul style="list-style-type: none"> <li>• the information about brain</li> <li>• and choose the best title</li> <li>• the advertisement for the BrainBoost course</li> <li>• and share my own ideas on Brainboost</li> <li>• and answer the questions on the brain</li> <li>• and complete the table according to the information with my own ideas</li> <li>• and give a short review of it</li> <li>• and express my attitude</li> </ul>				
<b>2. Writing</b> <b>I can write:</b> <ul style="list-style-type: none"> <li>• a short dialogue how to improve memory</li> <li>• use new words and grammar structures</li> <li>• and match new words with their definitions</li> <li>• replace the words and phrases in sentences</li> </ul>				



## Assessment

1. **IW.** Listen to the song and answer the question. All the verbs in the song are grammatically correct. Which do you think fit the song best?

### You were always on my mind

Maybe I didn't **love/understand** you  
Quite as often as I could have  
Maybe I didn't **treat/respect** you  
Quite as good as I should have  
If I made you **feel/see** second best  
Girl I'm sorry I was blind

You were always on my mind (2)

And maybe I didn't **hold/keep** you  
All those lonely, lonely times  
I guess I never **told/said** you  
I'm so happy that you're mine

Little things I should have **said/told** and done  
I just never took the time  
But you were always on my mind  
You were always on my mind

Tell me, tell me that your sweet love hasn't **died/gone**  
Give me, give me one more chance  
To keep you satisfied  
I'll keep you satisfied

Little things I should have **said/told** and done  
I just never took the time  
But you were always on my mind  
You were always on my mind (3)

2. **PW.** Write out "Mind" expressions looking through the poem/song above.

3. **PW.** Find phrases with "Mind" from the diagram on page 12 that mean:

- 1) to decide \_\_\_\_\_
- 2) it doesn't concern you \_\_\_\_\_
- 3) don't worry about it \_\_\_\_\_
- 4) willing to consider new ideas \_\_\_\_\_
- 5) a forgetful or inattentive \_\_\_\_\_



## Assessment

**4. GW. Write a factfile on the brain using the information given in task 1. Complete the table. (See page 10)**

### Physical appearance

- a) colour \_\_\_\_\_  
b) means of protection \_\_\_\_\_

### Structure

- a) number of cells \_\_\_\_\_  
b) number of sides \_\_\_\_\_

### Functions

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_  
d) \_\_\_\_\_

Left brain controls \_\_\_\_\_  
Right brain controls \_\_\_\_\_



**5. GW. Complete the conversation using the correct form verbs from the box**

a) being b) to get c) eating d) to send e) remembering f) to swim  
g) sunbathing h) seeing i) to do

*John and Peter are at the school canteen talking about their holiday.*

**J:** - We had an amazing holiday, didn't we?

**P:** - Yes, ... (1) here in the canteen reminds me of that comfortable restaurant near the sea.

**J:** - The sea where we went ... (2)?

**P:** - You mean where we tried windsurfing and you never managed ... (3) on the board.

**J:** - Yeah! It's true, but it was fun, anyway we enjoyed ... (4) on the beach.

**P:** - Yeah, we were lucky that we were out of the water when that shark appeared. Imagine ... (5) a shark's lunch!

**J:** - Do you still believe that it was a shark, but I'll never forget ... (6) everybody race out of the water. By the way, you haven't sent me the photos in your phone.

**P:** - Yeah, I forgot to charge my phone. I promise ... (7) it tonight

**J:** - You're hopeless at ... (8) your promises

**P:** - OK you just remind me ... (9) them to you. Let's go, or we'll be late for the lesson.

## Lesson 2. Memory

### What you'll learn:

**Vocabulary:** Improving our memory

**Grammar:** Infinitive/Gerund

**Speaking:** Remembering and forgetting

**Writing:** A short paragraph about memory

### WORD FILE

**chunks** [tʃʌŋks] (n) a thick, solid piece of something.

*Huge **chunks** of masonry littered the street.*

**commit** [kə'mit] (v) perpetrate or carry out, function, put to use (a mistake, crime, or immoral act) *He **committed** an uncharacteristic error.*

**effortlessly** ['efətləsli] (adv) in a manner requiring no physical or mental exertion.

*I watched the man **effortlessly** glide across the mountainside trail.*

**explicit** [ɪk'splɪt] (n) stated clearly and in detail, leaving no room for confusion or doubt. *The arrangement had not been made **explicit**.*

**implicit** [ɪm'plɪt] (n) suggested though not directly expressed.

*Comments seen as **implicit** criticism of the policies.*

**limbic system** [lɪmbɪk sɪstəm] (n) a complex system of nerves and networks in the brain, involving several areas near the edge of the cortex concerned with instinct and mood. It controls the basic emotions (*fear, pleasure, anger*).

**retention** [rɪ'tenʃ(ə)n] (n) the continued possession, use or control of something. *The **retention** of direct control by government.*

**punctuate** ['pʌŋ(k)tʃʊet] (v) insert punctuation marks in (text)

*They should be shown how to set out and **punctuate** direct speech.*

**retain** [rɪ'teɪn] (v) continue to have something; keep possession of.

*Labour **retained** the seat.*

**sensory** ['sensəri] (adj) relating to sensation or the physical senses

## Listening / Speaking

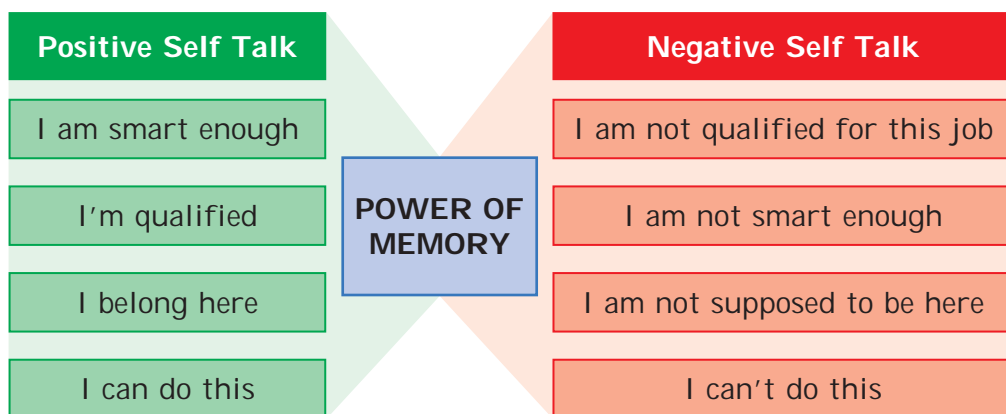
### 1. **CW.** Answer the questions generalizing your ideas.

*Which of the things below do you think improves your memory?*

*Which doesn't help?*

- *Doing puzzles and crosswords*
- *Keeping fit*
- *Increasing your heart rate*
- *Getting oxygen to your brain*
- *Eating fruit and vegetables*
- *Listening to classical music*
- *Listening to rock music*
- *Chewing gum*
- *Eating fish*
- *Having enough hours of sleep*
- *Working a lot*
- *Stress*

### 2. **CW.** Look at the graphics about the power memory and express your ideas. Prepare a reasonable speech looking through the Remember box.



## Stress

*Stress is one of the Brain's worst enemies.*

*It destroys Brain Cells and damages a region of the brain involved in the formation of new memories and the retrieval (the process of getting something back) old ones.*

Memory is often understood as an informational processing system with **explicit** and **implicit** functioning that is made up of a **sensory** processor, short-term (or working) memory, and long-term memory. We are typically not aware of what is in our memory until we need to use that bit of information.

**Cognitive\*** psychologist Margaret W. Matlin has described memory as the "process of **retaining** information over time." Others have defined it as the ability to use our past experiences to determine our future path.

\*cognitive - connected with mental process of understanding

## Listening / Speaking

### 3. CW. Listen and answer the questions looking through the Remember box.

- ▶ What things are you good at/bad at remembering?
- ▶ Have you ever forgotten any of these things given below?

*Names and Faces*  
*Birthdays*  
*Facts and figures*

*Phone numbers*  
*Conversations*  
*Messages, shopping lists, etc.*

## Remembering and Forgetting

REMEMBER

**Remember**

- to phone someone
- someone to phone you
- when smth happened
- someone's phone number

**Learn**

- how to swim
- smth by heart
- a foreign language

**Remind**

- someone about an appointment
- someone to phone you
- to phone someone
- someone of another person

**Forget**

- someone's birthday
- to phone someone
- about someone
- of something

**Recognize**

- a piece of music
- someone's face
- to do something
- someone's handwriting

**Lose**

- a game
- your memory
- a bus
- your things

## Listening / Speaking

### GRAMMAR BOOSTER

Some verbs are followed by either a gerund or an infinitive with no change in meaning. **For example:** love, hate, can't stand, like, prefer, begin, start, continue.

- *Begin enjoying/to enjoy the simple things in life.*

**Remember + infinitive = remember to do smth**

- *Remember to go to the bank.* • *You have to pay the bills.*

**Remember + gerund = remember something that happened in the past.**

- *I remember having more time for myself.*

**Forget + infinitive = forget to do something**

- *Don't forget to turn your cell phone off.*

**Forget + gerund = forget something that happened in the past**

- *I'll never forget seeing the mountains for the first time.*
- *Don't forget to buy some sugar*
- *Tom'll never forget flying over the Alps.*

#### 4. **PW.** Put the verb into the correct form: **ing** or **to**.

(Sometimes either form is possible.)

*Model:*

- *Can you remind me to buy/buying some coffee when we go out?*
- *I remember to see/seeing him for the first time. His hair was long.*

1. He enjoys *watching/to watch* a football match on TV.
2. I remember *to go/going* there in my childhood.
3. Don't worry, I remember *to post/posting* the letter.
4. Don't forget *to water/watering* these flowers.
5. How old were you when you learned *to drive/driving*?
6. She prefers *to live/living* in the country.
7. How can I forget *to visit/visiting* Shusha in my youth?
8. He'll be very disappointed. You know he expects *to see/seeing* you there.

#### 5. **GW.** Discuss the following questions in small groups.

- ♦ What do you notice about people when you first meet: their voices, their faces and hair, their clothes or something else?
- ♦ How accurate are your first impressions of people?
- ♦ Have you ever been completely wrong about someone?
- ♦ Have you ever met anyone famous?
- ♦ What do you remember about him/her?

## Reading

**1. PW. Read and match the paragraphs with the titles. Recall your memory and define the reading style of the text.**

### Here are the experts' top tips:

1. \_\_\_\_\_

We all remember the things we are interested in and forget the ones that bore us. This is no doubt explains the reason why schoolboys remember football results **effortlessly** but struggle with dates from their history lessons. Take an active interest in what you want to remember, and focus on it consciously. One way to "make" yourself more interested is to ask questions-the more the better!

2. \_\_\_\_\_

Repeating things is the best way to remember things for a short time, e.g. remembering a phone number for a few seconds. "Chunking" or grouping numbers helps you to remember them, e.g. the following numbers would be impossible for most of us to remember: 1596178819327783. But look at them in "**chunks**" and it becomes much easier: 1596 1788 1932 7783.

3. \_\_\_\_\_

Another way to make something more memorable is to think about something visual associated with it. Form a mental picture and the stranger the picture the better you will remember it! If an English person studying Spanish wants to remember the Spanish word for "duck" "to pat" he imagines a picture of someone patting a duck on the head.

4. \_\_\_\_\_

To remember long lists, try inventing a story which includes all the items you want to remember. In experiments, people were asked to remember up to 120 words using this technique and when they were tested afterwards, on average they could remember ninety percent of them!

5. \_\_\_\_\_

If we organize what we know in a logical way, then when we learn more about that subject we understand that better, and so add to our knowledge more easily. Make well organized notes. Be sure things are clear in your mind. If not, ask questions until you understand.

6. \_\_\_\_\_

Many experts believe that listening to classical music, especially Mozart, helps people to organize their ideas more clearly and so improves their memory. Sadly rock music doesn't have the same effect.

## Reading

7. \_\_\_\_\_

If you do not want to lose your memory as you get older you need to keep your brain fit, just like your body: "use it or lose it" is the experts' advice. Logic puzzles, crosswords and mental arithmetic are all good "mental aerobics".

8. \_\_\_\_\_

Physical exercise is also important for your memory, because it increases your heart rate and sends more oxygen to your brain, and that makes your memory work better. Exercise also reduces stress, which is very bad for your memory.

9. \_\_\_\_\_

The old saying that "eating fish makes you brainy" may be true after all. Scientists have discovered that the fats found in fish like tuna, sardines and salmon, as well as in olive oil - help to improve the memory. Vitamins C and E (found in fruits) like oranges, strawberries and red grapes) and vitamin B (found in lean, meat and green vegetables) are all good "brain food", too.

10. \_\_\_\_\_

Caffeine may not be too good for you, but like exercise, it increases your heart rate and sends more oxygen to your brain, too. A cup of coffee really does help you concentrate when you sit down to study. And if you don't like coffee, don't worry-experts believe that chewing gum has the same effect!

- |                                      |                         |
|--------------------------------------|-------------------------|
| A) Drink coffee                      | F) Repeat things        |
| B) Take Physical exercise            | G) Eat the right things |
| C) Invent a story                    | H) Listen to Mozart     |
| D) Take an interest - Make an effort | I) Take mental exercise |
| E) Form a mental picture             | J) Organize your ideas  |

2. **IW.** Which of the tips in the text would be useful in your future life and career. Say how you try to remember things.

3. **GW.** Find the definitions of the "Mind" expressions and use them inventing a story.

- |                       |                               |
|-----------------------|-------------------------------|
| 1. make up one's mind | 4. put smth out of one's mind |
| 2. change one's mind  | 5. be all in one's mind       |
| 3. keep smth in mind  | 6. be out of one's mind       |

## Writing

**1. IW/ PW. Read and mark the following statements True/False or Don't know. Then compare your answers with a partner.**

	True	False	Don't know
1. Schoolchildren often don't remember facts about history because they find it very boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Repeating things is effective for long-term memory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using a story to help you remember long lists is not very effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Listening to all types of music helps to improve memory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. "Mental exercise" is more important for the memory than physical exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. All fats and oils are bad for the brain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Chewing gum helps you to concentrate even better than coffee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. IW. Complete the sentences with a gerund or an infinitive.**

- I'll never forget **to travel/travelling** abroad for the first time.
- When I feel stressed out, I remember **to put/putting** things in perspective.
- You need to stop **to try/trying** to do everything at once.
- Remember **to make/making** time for important people in your life.
- Have you stopped **to go out/going out** with your friends because you're too busy?
- If you forget **to send/sending** a card for a friend's birthday, you try to remember **to call/calling**.
- I remember **to celebrate/celebrating** holidays with my family when I was young.
- We should remember **to slow down/slowing down** and **to take/taking** more time for everything.
- My friend reminded me **to call/calling** my grandmother.
- Stop **to worry/worrying** about the small things.

**3. IW / GW. Create a project using the following information. Write about a chance in which a man loses his memory. What happens if people lose their memory?**

Memory loss is often associated with aging, but there are a number of things that can **trigger\*** short-and long-term memory loss, including injury, medications and witnessing a traumatic event.

**\*trigger** - cause an event or situation to happen, to function or exist;  
give rise to. Burglars fled empty-handed after triggering the alarm.



## Writing

4. **CW.** Invent other things that can boost to brain power looking through the pictures and answering the questions.

- Can these things improve memory?
- What other kinds of food can improve our memory?



### REMEMBER

#### Improve your writing Punctuation / Capital Letters

We use capital letter for:

- *people's initials and names, their marital status and job title:*
- *the names of initials of companies:*
- *The names of places:*
- *Languages, nationalities and religions:*
- *days, months and public holidays: Novruz Christmas New Year*
- *The most important words in titles of books, magazines, films, etc. **Sample:** Empire of the Sun*

5. **IW.** Complete the paragraph about memory looking through the model giving your own idea and paying attention to the punctuation and spelling mistakes.

memory is the faculty of the mind by which information is encoded stored and retrieved memory is vital to experiences and related to **limbic systems**, it is the **retention** of information over time for the purpose of influencing future action if we could not remember past events we would not be able to learn or develop language relationships or personal identity the process of encoding a memory begins when we are born and occurs continuously important memories typically move from short-term memory to long-term memory the transfer of information to long-term memory for more permanent storage can be happen in several steps.

## Lesson 3. Ways of Treatment

### What you'll learn:

**Vocabulary:** Ways of Treatment

**Grammar:** Perfect/Continuous tenses in the Passive Voice

**Speaking:** Asking and giving advice

**Writing:** An essay on: Ways of Treatment

### WORD FILE

**acupuncture** [ˈækjʊ.pʌŋ(k)tʃə] (*n*) a system of complementary medicine in which needles are inserted in the skin at specific points along and used in the treatment of various physical and mental conditions.

**diminish** [dɪˈmɪnɪʃ] (*v*) make or become less.

*The pain will gradually **diminish**.*

**imagery** [ˈɪmɪdʒ(ə)ri] (*n*) visually descriptive or figurative language, especially in a literary work. *Tennyson uses **imagery** to create a lyrical emotion.*

**fake** [feɪk] (*adj*) a thing that is not genuine; a forgery or sham.

***Fakes** of Old Masters.*

**lotion** [ˈləʊʃ(ə)n] (*n*) a thick, smooth liquid preparation designed to be applied to the skin for medicinal or cosmetic purposes.

*Itching can be relieved with calamine **lotion** or antihistamine tablets.*

**refine** [rɪˈfaɪn] (*v*) remove impurities or unwanted elements from (a substance), typically as part of an industrial process.

*Sugar was **refined** by boiling it in huge iron vats.*

**miraculous** [mɪˈrækjələs] (*adj*) of the nature of a miracle or having the power to work miracles. *A **miraculous** cure.*

**placebo** [pləˈsiːbəʊ] (*n*) a medicine or procedure prescribed for the psychological benefit to the patient rather than for any physiological effect.

**sand cure** [sænd kjuə] (*n*) treatment, therapy, remedy or healer with sand

**spiritual healing** [ˈspɪrɪtʃʊəl hiːlɪŋ] (*n*) the use of spiritual practices, such as prayer, for the purpose of effecting a cure of or an improvement in an illness.

## Listening-Speaking

1. **CW.** Listen and fill in the gaps with the words from the box. Evaluate the content of the statements/thoughts.

yoga puzzle sand cure carrot juice calcium doctor  
yogurt walnuts juice water music

**You should:**

- *Drink some cups of ... every day! water helps your body in many ways.*
- *Get enough ... ! Your bones need calcium. Dairy food, like ... , milk and cheese have calcium.*
- *Get enough nuts and ... ! They're good for your brain.*
- *Listen to relaxing ... ! It can give you energy!*
- *Start the day with ... ! Then have breakfast -a big glass of ... !*
- *The ... diet cleans out toxins in the body.*
- *Lie on the sand and try the ... !*
- *Laugh-a-day keeps the ... away!*
- *Do something to challenge your brain. For example do crossword ... or read a new book.*

### Kinds of Treatment



## Listening/Speaking

### 2. **GW.** Listen and share your ideas on different ways of treatment and answer: What ways of treatment do you know?

**Pay attention to the use of the verb forms in the Passive Voice.**

Surgical techniques have greatly improved over the last century.

The beginning of conventional medicine can be traced back to the fifth century B.C. in ancient Greece. It is based on the scientific study of the human body and illness. There has been great progress in what doctors have been able to do with modern surgery and new medications. These scientific advances have made **conventional** (*traditional*) medicine the method many people choose first when they need medical treatment.



#### **Acupuncture**

An acupuncturist inserts needles at certain points on the body to **relieve** pain or to restore health. Acupuncture originated in China over 5.000 years ago. Today it is used worldwide for a variety of problems.

#### **Spiritual Healing**

Many believe medication or prayer may help heal diseases.

Also known as faith healing, or "Mind and body connection", various forms of spiritual healing exist around the world. This is a form of healing that uses the mind or religious faith to treat illnesses. A number of conventional doctors say that when they are not able to help a patient, spiritual healing just may work.

**Sand Cure** has been used by people for many years. And recently this treatment has been gaining popularity with tourists. People make a big hole and cover themselves in **lotion**, get in the hole and stay in it for a while on sunny days, but they must protect their head from the sun. Sand cure is very good for your bones, muscles and **circulation of blood**\*.

**Yoga** is one of the most ancient forms of exercise, originating in India 5000 years ago. Recently much more attention has been paid to yoga. Yoga can be practised by anyone at any age, in any physical condition, depending on their physical need. Practise an hour of yoga every day. It is helpful for health.

### 3. **GW.** Complete the table according to the task above and with your own ideas.

Ways of treatments	Importance
Acupuncture	
Yoga	improves memory and concentration
Music	
Laughing	
Sand Cure	

\***blood circulation** [bld/ /sə:kjʊ'leɪʃ(ə)n] (n) the course of the blood from the heart through the arteries, capillaries, and veins back again to the heart.

## Grammar Booster

### The Passive Voice

VERB TENSES	ACTIVE VOICE	PASSIVE VOICE
Present Continuous	• <i>He is delivering the letters.</i>	• <i>The letters are being delivered.</i>
Past Continuous	• <i>He was delivering the letters.</i>	• <i>The letters were being delivered.</i>
Future Perfect	• <i>He'll have delivered the letters by 5 tomorrow.</i>	• <i>The letters will have been delivered.</i>
Present Perfect	• <i>He has delivered the letters.</i>	• <i>The letters have been delivered.</i>
Past Perfect	• <i>He had delivered the letters.</i>	• <i>The letters had been delivered.</i>

**4. GW. Change the sentences into the Passive Voice paying attention to the Grammar Booster.**

**Model: 1. Huge areas of rainforests are being destroyed by people every day.**

1. People are destroying huge areas of rainforest nowadays.
2. Jane has written the best composition in class this week.
3. Felix Hoffman changed aspirin into a modern medicine in 1897.
4. People can practise yoga at any age.
5. People have used acupuncture in Chinese medicine for over 5000 years.
6. The director has offered Sally a new job.
7. He'll have cleaned his room by the time the match begins.
8. The teacher is telling a story to her students.
9. The doctor will examine the patient in 10 minutes.
10. In the future scientists will develop lots of new medications to help people with cancer.



## Reading

1. **GW.** Read the text and find the verbs in the Passive Voice. Then define the style of reading. Place the removed sentences correctly.

### Placebos Prove Powerful

Many doctors know the story of "Mr Wright" in 1957 he was diagnosed with cancer, and given only days to live. (a) \_\_\_\_\_. He heard that scientists had discovered a new medication, Krebiozen, that was effective against cancer, and begged the doctor to give it to him. His physician, Dr Philip West, finally agreed. (b) \_\_\_\_\_. The astonished doctor found his patient out of his "death bed", joking with the nurses the following Monday. (c) \_\_\_\_\_. Two months later, Wright read medical reports that the medication was **fake**. His condition immediately got worse again. "Don't believe what you read in the papers," the doctor told Wright. Then he **injected\*** him with what he said was "a new super-refined double strength " version of the drug. Actually, there was no drug, just a mix of salt and water, but again the **tumours\*** melted. Wright was the picture of health for another two months until he read an official report saying that Krebiozen was worthless. He died two days later. (d) \_\_\_\_\_. The idea that a patient's beliefs can make a fatal disease go away has been thought of as too strange. But now scientists are discovering that the placebo effect is more powerful than anyone had ever thought. They also discover how such **miraculous** results are achieved. Through new techniques of brain **imagery**, it can be shown that a thought, a belief or a desire can cause chemical processes in the brain which can have powerful effects on the body. (e) \_\_\_\_\_. But by what the brain expects to happen next. Placebos are "lies that heal", said Dr Anne Harrington, a historian of science at Harvard University. (f) \_\_\_\_\_. And it is typically a treatment that a doctor gives to anxious patients to please them," she said. "It looks like medication, but has no healing ingredients what so ever." (g) \_\_\_\_\_. But these treatments have not **diminished** the power of the **placebos** work, the powerful healing effects of the human mind will be used more systematically!



1. *He had tumours the size of oranges.*
2. *Mr. Wright had been given an injection on a Friday afternoon.*
3. *This story has been ignored by doctors for a long time, dismissed as one of those strange tales that medicine cannot explain.*
4. *Scientists are learning that some body reactions are not caused by information coming into the brain from the outside world.*
5. *"The word placebo is Latin for "I shall please" (or I shall make you happy).*
6. *Nowadays, doctors have much more effective medicines to fight disease.*
7. *The doctor wrote late, "The tumours had melted like snowballs on a hot stove."*

\***inject** - introduce (a liquid, especially a drug or vaccine) into the body with a syringe

\***tumour** - a swelling of a part of the body, generally without inflammation caused by an abnormal growth of tissue

## Reading

**2. GW. Discuss treatments you would choose for each ailment and make a plan.**

Ailment/illness	You think	Your partner thinks
a headache	medicine	conventional
a backache		
a high fever		
a toothache		
circulation of blood		

**3. PW. Say the sentences in the Passive/Active Voice.**

1. Scientists will discover useful medicine for different illnesses.
2. Archeologists have discovered an ancient temple.
3. The girls should decorate the room with flowers.
4. The man took the injured man to hospital.
5. The film has brought Daniel a lot of popularity.
6. Some placebos were given to the patient yesterday.
7. A cure for cancer might be soon discovered.
8. Several valuable paintings have been stolen from the Art Gallery.
9. They have cancelled the concert because of bad weather.
10. Doctors are using placebos nowadays.

**4. GW. Discuss the following questions and give your comments. (See Task 1)**

- What effects did the first injection have on Mr Wright?
- What caused Mr Wright's death according to the story?
- How did the doctors react in this situation?
- What new findings are there these days about the placebo effect?
- Do you believe that placebos can have a healing effect?

**5. IW. Find the definitions or the close meanings of the verbs use them in your own sentences.**

to heal      to melt      to diminish      to inject  
to practise      to cancel      to achieve  
to discover      to ignore      to beg

## Writing

### 1. PW. Complete the sentences with the correct passive form of the verb in brackets.

1. I've not been feeling well for some time, so I ... (to give) some mild medication.
2. Placebo effects ... (to cause) by the power of the human mind, and not by medication.
3. Every year new types of plant ... (to find) in the rainforests.
4. Different plant medicines ... often (to use).
5. Some plants growing in the jungles of South America can ... (to use) in the fight against cancer.
6. The bark of some trees, ... (to use) to prevent millions of people around the world from malaria.

### 2. GW. Find out and match the words with their definitions.

- |                |                    |
|----------------|--------------------|
| 1. reflexology | 2. herbal medicine |
| 3. homeopathy  | 4. acupuncture     |
- a) a method of treating disease with small amounts of remedies, that in large amounts in healthy people, produce symptoms similar to those being treated
  - b) a therapeutic method of relieving pain by stimulating specific pressure points on the feet and hands
  - c) type of alternative medicine consisting of steel needles being inserted into the skin
  - d) a medicine made from plants and used to prevent or treat disease or promote health

### 3. IW. Write the main idea on the joke and retell it looking through the quote.

**Quote:** Humour is by far the most significant activity of the human brain."  
(Edward de Bono, psychologist)

**Joke** - a funny story that ends with a "punch line" that makes one laugh.

**Anecdote** - a funny, true story, often told to illustrate an idea.

An English teacher wrote these words on the whiteboard:  
"Woman without her man is nothing." Then he asked the students to punctuate the words correctly. The men wrote: "Woman, without her man is nothing." The women wrote: "*Woman! Without her man is nothing.*"



## Writing

- 4. GW. Write about the funniest jokes and their importance for health looking through the information. Say which place in Azerbaijan is famous for its jokes and retell a few of them.**

A recent experiment in the UK attempted to discover the world's funniest jokes. Dr Richard Wiseman from the University of Hertfordshire invited people from all over the world to send in their funniest jokes and rate the jokes sent in by other people. The experiment showed many things about what different nationalities find funny.

Many European countries, such as France and Denmark, preferred jokes about things we normally worry about for example, death, illness and marriage. Americans and Canadians liked jokes where someone was better at something than someone else. Germans, in particular, seem to be keen on jokes. Nowadays music, humour and laughing are important and the best medicine for people.



- 5. GW. Draw conclusions. Choose and create a paragraph on:**

- 1. "Which treatment/treatments can help you?"**
- 2. "How to treat illnesses with the help of Yoga, humour, sand, oil or spiritual healing?"**

- 6. IW. Write the sentences in the Active Voice.**

1. A lot of herbs are being used for fighting diseases in Azerbaijan.
2. Roberto is being treated for a bad burn on his arm and hand in hospital now.
3. In our country certain prices such as the price of medical supplies are controlled by the government.
4. The first fish appeared on the earth about 500 million years ago. Up to now, more than 20,000 kinds of fish have been named and described by scientists.
5. New species of fish are being discovered every year.

- 7. PW. Rewrite the following passage in the Passive Voice.**

Our school is organizing a contest. The teachers will choose the best project about the environment. The students must include pictures and drawings in their projects. They will also have to do all the writing themselves. The school will give the winner a set of encyclopedias.

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## Lesson 4. Natural Helpers

### What you'll learn:

**Vocabulary:** Medical Plants

**Speaking:** Using natural medicine for health problems

**Writing:** A paragraph on: "Solving health problems"

### WORD FILE

**cinchona tree** [sɪŋ 'kəʊnə] (*n*) an evergreen South American tree or shrub with fragrant flowers, cultivated for its bark.

**foxglove** ['fɒksɡlʌv] (*n*) a tall Eurasian plant with erect spikes of pinkish-purple or white flowers shaped like the fingers of gloves. It is a source of the drug.

**lavender** ['lav(ə)ndə] (*n*) a small aromatic evergreen shrub of the mint family, with narrow leaves and bluish-purple flowers, used in perfumery and medicine.

**pounding** ['paʊndɪŋ] (*v/n*) repeated and heavy striking or hitting of someone or something. *The **pounding** of the surf on a sandy beach.*

**quinine** ['kwɪni:n] (*n*) a bitter crystalline compound present in cinchona bark, used as a tonic and formerly as an antimalarial drug.

**relieve** [rɪ 'li:v] (*v*) cause (*pain, distress, or difficulty*) to become less severe or serious. *The drug was used to promote sleep and to **relieve** pain.*

**sap** [sæp] (*n*) the fluid which circulates in the vascular system of a plant, consisting chiefly of water with dissolved sugars and mineral salts.

**self-esteem** [ˌselfe 'sti:m] (*n*) confidence in one's own worth or abilities; self-respect. *Assertiveness training for those with low **self-esteem**.*

**sore** [sɔ:] (*n*) (of a part of one's body) painful or aching. *She had a **sore** throat.*

**strenuous** ['strenjʊəs] (*adj*) requiring or using great effort or exertion. *The government made **strenuous** efforts to upgrade the quality of the teaching profession.*

**tension** ['tenʃ(ə)n] (*n*) the state of being stretched tight. *The parachute keeps the cable under **tension** as it drops.*

## Listening / Speaking

1. **PW.** Listen and make two lists answering the question and discuss which list to add these things to. Share your ideas looking through the model.

• *Do you know what is good for you (physically and psychologically)?*

### Good for you

- Belonging to a community
- A low-fat diet
- Eating chocolate
- Having natural medicine
- Having natural juice
- Feeling out of control
- Gentle/**strenuous** exercise

### Bad for you

- Doing absolutely nothing
- Low **self-esteem**
- High blood pressure
- Watching soap operas
- Playing computer games
- Chewing gum
- Drinking tea and coffee

2. **CW.** Find some videos about medicinal plants and discuss them.

You may also have a discussion on the following natural helpers in the pictures.

### Model:

I think the most important thing is natural medicine. Natural medicine has been used for thousands of years. People have all kinds of ideas about how to prevent and treat diseases. I think that if you eat lots of onions and garlic, you won't get sick as they contain a lot of vitamins.



**Kate**

I want to speak about saffron. Saffron is a spice collected and dried to be used mainly as a seasoning and colouring agent in food. Saffron, long among the world's most costly spices by weight, has been cultivated in Azerbaijan and in other countries. It has been used not only for its taste and **fragrance\*** but also its benefit for health. It prevents digestive problems, headaches, blood pressure and etc. as it contains a lot of minerals.



**Gunay**

\***fragrance** - a pleasant, sweet smell. The *fragrance* of fresh-ground coffee.

## Listening/Speaking

3. **GW.** Answer the questions and express your attitude generalizing your points of view to medical plants.

- Have people ever used medicines made from plants or flowers?
- Have you ever used medicine made from plants? Why?
- Do you think herbs are good for health?

4. **GW.** Choose and match the words to the pictures. There are two extra pictures.

a) garlic

b) a foxglove

c) a cinchona tree

d) aloe vera

e) lavender

f) willow tree



### Raisin:

- is good for your mouth and teeth
- is good for your weight management
- helps against anemia
- prevents cancer
- helps treat infections
- reduces acidity
- is good for eyes



### Walnut:

- possesses anti-inflammatory properties
- improves metabolism
- controls diabetes
- slows down the spread of cancer, etc.



### Almond:

- strengthens bones
- improves digestion
- reduces cholesterol
- helps to lose weight



### Almond prevents:

- heart diseases
- diabetes
- hair fall

## Reading

**1. GW. Give your comments on the text sharing and relating your ideas about health problems to the real life.**

### Natural medicine

Natural medicine has been used for thousands of years. Do you know, for example, that aspirin originally came from the bark of the willow tree? In the 5<sup>th</sup> century BC the Greek doctor, Hippocrates, gave it to his patients to stop their aches and pains.



Another natural remedy is **quinine**, which used to be an important drug in the battle against malaria. It comes from the bark of the **cinchona tree**, which grows in the Andes mountains in South America. Quinine has been used for centuries to cure fevers by Peruvian Indians and other people. In 1775 a British doctor, William Withering, was unable to treat a patient who had a serious heart problem. However the patient made a complete recovery after taking something local woman had given him. The woman told the doctor she'd made the remedy from purple foxgloves. This natural medicine is still given to people with heart problems because it makes your heart beat more slowly.

Many of the most effective natural **remedies** can be found in our homes and gardens. Put some lavender oil on your pillow at night to help you sleep. Or break open the leaves from an aloe vera plant and put the **sap** on your burns or cuts. This will help them to heal and might also stop you getting **a scar\***. The Egyptian queen, Cleopatra, used aloe vera, this remarkable plant to keep her skin soft and young-looking. Finally, we mustn't forget the healing power of garlic. It thins and cleans the blood, and it has been used for stomach problems and coughs for many years, and it's a natural antiseptic. So next time you have a cold, try a mixture of garlic, lemon and honey. It's magic!

**2. IW. Change one word in each sentence to make it correct.**

1. Aspirin originally came from the bark of the willow tree.
2. Quinine came from a tree in India.
3. Dr Withering heard about foxglove from a patient.
4. Cleopatra used to put aloe vera on her food.
5. If you have a back problem, try taking garlic.

**3. PW/GW. Match 1-8 with the health problems: a - h.**

1. raisin	2. almond	a) heart problems	b) stomach
3. saffron	4. lavender	c) hair fall	d) fever
5. garlic	6. aloe vera	e) burns and cuts	f) sleep problems
7. foxglove	8. cinchona tree	g) skin	h) cold

\*scar - trace, tear, cicatrice

## Reading

### 4. **GW.** Interpret the content of the text. Give your comments on the following thoughts in the text, and add your own ideas. (See task 1 page 35)

1. Natural medicine has helped people for thousands of years.
2. Aspirin is being used to stop aches and pains.
3. The bark of the cinchona tree, quinine has been used for centuries to cure fevers.
4. The remedy from purple foxgloves is given to people with heart problems.
5. Garlic has been used for stomach problems and coughs for many years, and it's also a natural antiseptic.
6. It is widely believed that herbs can heal everything.

### 5. **PW.** Make up a dialogue using the expressions in the box below.

**A:** *Are you OK? You seem ill. What's wrong?*

**B:** *Oh, I've got a stomach problem.*

Asking about someone's health	Expressing sympathy	Giving Advice to sick people
How are you? Are you OK? What's wrong?	Oh, dear! I hope you get better soon!	You should take the day off!
		Go home and go to bed!

### 6. **GW.** Project. Find some information on the Internet, ask your biology teacher or parents, grandparents if they use herbs for different illnesses and create a presentation about it.

### 7. **IW/PW.** Change the sentences into the Passive/Active Voice.

**Sample: 1.** Astronauts are exploring space. (Active Voice)

Space is being explored by astronauts. (Passive Voice)

2. The waitress offered me a cup of tea with lemon.
3. Nowadays many people prefer herbs.
4. A new hospital will be built in our town.
5. Baseball is played by two teams of nine players.
6. The letter isn't being typed now, it was typed yesterday.
7. Jack has been promised a trip to Mexico.
8. The elderly in our country are cared by their children and grand children.
9. They say that teenagers are more influenced by their peers than by their parents.
10. The doctor's experiment has been published in a scientific journal this week.



## Writing

**1. PW/GW.** Look at the words in bold in the text. Say what parts of speech they are. Choose the correct meanings **a** or **b**. (See task 1 page 35)

- |                      |                 |                                    |
|----------------------|-----------------|------------------------------------|
| 1. <b>remedy</b>     | a) a medicine   | b) a type of plant                 |
| 2. <b>battle</b>     | a) a fight      | b) a type of illness               |
| 3. <b>treat</b>      | a) give money   | b) give medical attention          |
| 4. <b>leaves</b>     | a) young plants | b) green parts of a plant          |
| 5. <b>heal</b>       | a) get better   | b) get worse                       |
| 6. <b>scar</b>       | a) a bad cold   | b) a mark on your skin after a cut |
| 7. <b>remarkable</b> | a) very unusual | b) very dangerous                  |

Another natural remedy is quinine.

Quinine is an important drug in the battle against malaria.

William Withering was unable to treat a patient.

Pull off one of the leaves from an aloe vera plant.

This will help them heal quickly.

It might also stop you getting a scar.

Cleopatra used this remarkable plant.

**2. IW.** Read the essay, there are some spelling and punctuation mistakes in the essay, find and correct them.



peolpe are living to be much older this days for a number of reason the main reasons are greater access to health care improved health care and better nurntition basic heatlh care is available to more people now when someone is serious ill he or she can to go public hospilat there are also more clinics and doctors than there used to be years ago health care wasn't available to everyone some people didnt live near a doctor or hospital and others couldn't pay for the care they needed.

people also live longer because the quality of health care has improved. Doctors now know more about disaeses and cures years ago people died young because of simple things such as an infection or a virus now we have antibiotics and other medicines to help cure infections we eat more healthfully than we used to we know that eating low-fat food can prevent heart disease and we know that eating friuts and vegetables can prevent canser. improved heatlh care and healthy eating habits allow we to live longer now we need to make sure that everyone in the world has these benetifs



## Writing

### 3. GW. Discuss and choose the correct statements. Then write a paragraph on one/two of the following sentences.

- After **strenuous** exercises people are often more/less active for the rest of the day.
- Doing nothing for a couple of hours every day is the best way to keep fit /increase your immunity.
- A low-fat diet will make you slimmer but more aggressive/fatter and less aggressive.
- The substances in coffee/tea/chocolate reduce the risk of heart disease.
- The substances in coffee/chocolate/tea protect you from coughs and colds.
- Children who play a lot of computer games have better social skills/behaviour than children who don't.
- The biggest cause of backache is depression/heavy lifting/sitting for a long time.
- People who watch soap operas have/do not have a sense of belonging to a community.

### 4. PW. Write the answers to the questions and compare them with your partner's.

A: What do you do when you get sick or you are in pain?

B: \_\_\_\_\_.

A: Do you treat the problem yourself or see a doctor right away?

B: \_\_\_\_\_.

A: What medical herbs would you use for health problems?

B: \_\_\_\_\_.

A: Is there anything else you could do to make your lifestyle healthier?

B: \_\_\_\_\_.

### 5. IW. Create a paragraph looking through the model.

#### Model:

Many of us already know that drinking coffee raises blood pressure but according to the latest research, it can also make people **bad-tempered**. I've heard that the substances found in tea can reduce the risk of heart attacks, and have a beneficial effect on cholesterol levels and high blood pressure. And tea doesn't keep you awake at night either! Azerbaijan tea is appreciated very highly not only in Azerbaijan, but also in the whole world. It contains a lot of useful minerals. People in Azerbaijan drink tea with different herbs and jams which prevent them from being ill.



Azer



## Writing

**6. IW/GW. Project. Make a presentation giving advice on:**  
***"I can't sleep. What natural helpers can help my problem?  
How can you help me?"***

Last night I was fast asleep by 11 p.m., but I woke up again at 1 a.m. Even though I was exhausted when I went to bed, I was suddenly wide awake and it was impossible to get back to sleep again. So, I just lay there watching the clock change from three to four, to five without sleeping a wink-it was very frustrating. That was a typical night for me. I've had insomnia for so long, I'm amazed that anyone else actually sleeps through the night. And when this goes on for too many nights I feel really shattered. I've tried nearly everything to cure my insomnia-herbal teas, yoga, meditation-you name it, I've tried it, but with no effect yet. How can you help me? What can you advise me?

**7. IW. Choose and write a paragraph on one of these topics.**

1. You are a health care worker who is going into a poor area of a big city. You have seen several cases of tuberculosis and influenza this month. You are going to try to prevent an epidemic among the people in this area. What will you say to the people?

2. A government official in your country has asked you for your suggestions about improving health care. What will you say to the official?

**8. PW. Read and find the spelling and punctuation mistakes comparing with your peer's corrections.**

some people call stephenwiltshire the human camera stephen was in a helicopter for twenty minutes above london and then he drew pictures of the city from memory stephen wasnt born in london and he didnt know the city but in twenty minutes he memorized hundreds of buildings his pictures weren't perfect but they were very detailed most peoplehaven't got a photographic memory like stephen in fact the maximum number of things people can usually remember from a list is about six or seven but it is possible to train your brain for example mahavir jain, from india memorized 18.000 words and definitions from an english dictionary his english exams were easy after that and now he owns three english schools.

**9. IW Project. Search on the Internet and make your own "Health Rules".  
Make a booklet or solutions on these questions.**

- Which treatments do you think are the most effective? Why?
- What herbs do your parents give you when you get ill? Why?
- Which is better: herb or medicine prescribed by the doctor?  
Why? / Why not?

## Assessment 1

### 1. Read the text about a type of medical treatment and define the style of the text.

Reflexology is a natural treatment dating back to ancient times. It is based on the idea that there are zones, or areas, in the feet and hands that are related to other parts and systems of the body. For example, the tips of the toes and fingers are related to the head and neck, and the ball of the foot is related to the heart and chest. A reflexologist applies pressure to specific areas in a patient's feet and hands **to relieve** symptoms or pain in other related areas. This type of treatment does not cure or diagnose specific health problems and it does not involve any medication. Many patients find that it successfully relieves symptoms of stress and disease. Reflexology is effective for pain, headaches and sleeping difficulties, among other ailments. Applying pressure to the feet and hands relieves tension, improves blood circulation, and relaxes muscles. It promotes the natural, healthy functions and well-being of the entire body. Reflexology is often used along with other types of treatments, including conventional medicine.



Some reflexologists suggest building at least a five minute reflexology session into every day for long - term relief of stress and pain.

### 2. Find the close meanings of the words and use them in your own sentences.

symptom -  
patient -  
medication -  
treatment -

ailment -  
relief -  
ache -  
heart -

depression -  
disease -  
lifestyle -  
lavender -

### 3. Complete the chart using the Internet information and adding your own ideas.

Ways of Treatment	Good Sides	Bad sides
Laughing		
Listening to Music		
Doing exercises		
Sand Cure		
Spiritual healing		

## Assessment 1

### 4. Choose the correct variant.

1. A reflexologist is a \_\_\_\_

- a) person who provides reflexology treatment
- b) patient
- c) doctor
- d) person who receives reflexology treatment

2. The article doesn't mention that reflexology can relieve \_\_\_\_

- a) headaches
- b) problems with the feet
- c) tension
- d) symptoms of disease

3. Reflexology \_with other treatments.

- a) can be combined
- b) is never combined
- c) isn't usually combined
- d) might be combined in the future



4. In a typical session of reflexology, about \_\_\_\_ is spent on the feet.

- a) one hour
- b) ten minutes
- c) fifty minutes
- d) half the time

5. The ideas behind reflexology are most similar to those of \_\_\_\_

- a) conventional medicine
- b) herbal therapy
- c) spiritual healing
- d) acupuncture

### 5. Create a paragraph using the words and expressions in the box.

natural medicine      mint tea      for health      to treat  
infections      high blood pressure      a low-fat diet  
saffron      how to prevent      raisin      contain  
vitamins      nuts      good diseases      drinking tea

## Assessment 2

### 1. Interpret the content of the text and answer the questions before reading.

- *How often do you have a headache?*
- *What causes you to have a headache?*
- *How do you treat your headaches?*

- Sometimes headaches start with a change in vision. The person sees wavy lines, black dots, or bright spots in front of the eyes.
- Cluster headaches come in clusters, or groups.
- If you have a headache and it continues over several days, or keeps recurring, it is time to talk to a doctor.



1. Some little man is inside your head, **pounding** on your brain with a hammer. Beside him, a rock musician is playing a drum. Your head feels as if it is going to explode. You have a headache, and you think it will never go away. Doctors say that there are several kinds of headaches. Each kind begins in a different place and needs a different treatment. One kind of headache starts in the arteries in the head. The arteries swell and send pain signals to the brain. Sometimes these headaches start with a change in vision. The person sees wavy lines, black dots, or bright spots in front of the eyes. This is a warning that a headache is coming.

2. The headache occurs on only one side of the head. Vision is **blurred**, and the person may **vomit** from the pain. These headaches, which are called migraine headaches, are more frequent in women than in men. Sleep is the best cure for them. Cluster headaches, which also start in the arteries, are called cluster headaches. There are no more for several months or even years. A cluster headache lasts up to two hours and then goes away. At the beginning of the headache, the eyes are red and **watery**. There is a **steady** pain in the head. When the pain finally goes away, the head is **sore**. Men have more cluster headaches than women do.

3. The muscle headache, which starts in the muscles in the neck or forehead, is caused by **tension**. A person works too hard, is nervous

## Assessment 2

about something, or has problems at work, at school, or at home. The neck and the head muscles become tense and a headache starts. A muscle headache usually starts in the morning and gets worse as the hours pass. There is a steady pain, pressure and a bursting feeling. Usually aspirin doesn't help a muscle headache very much.

4. How do doctors treat headaches? If a person has frequent headaches, the doctor has to decide what kind of aches they are. Medicine can help, but there are other ways to treat them. The doctor asks the patient to analyze his or her daily living patterns. A change in diet or an increase in exercise might stop the headaches. If the patient realizes that difficulties at home, at work, or at school are causing the tension, it might be possible to make lifestyle changes and decrease these problems.

5. Psychological problems and even medicine for another physical problem can cause headaches. The doctor has to discuss and analyze all these patterns in the patient's life. A headache can also be a signal of a more serious problem. Everyone has headaches from time to time. In the United States alone, up to 50 million people each year go to the doctor because of headaches. If you have a headache and it continues over several days, or keeps **recurring**, it is time to talk to a doctor. There is no magic cure for headaches, but recent research allows doctors to control most of them.

**2. Write the main idea of each paragraph.**

**3. Find and guess the meaning of the unknown words in the text.**

**Interpret the facts and events in connection with real life.**

hammer	forehead	watery	tension	recurring	vomit
warning	arteries	sore	vision	blurred	migraine

**4. Reorder the words and make up sentences according to the text.**

1. with/vision/start/sometimes/a change/headaches/in.
2. do/men/more/cluster/than/have/headaches/women.
3. women/do/cluster/have/men/more/headaches/than.
4. you/do/your/treat/how/headaches?
5. headaches/has/everyone/to/time/from/time.
6. starts/one/kind/of/in/the head/headache/ in/the arteries.
7. goes/cluster/a headache/up/lasts/to/hours/two/away/goes/then and.

### Multiple Choice

**1. Choose the correct variant.**

1. When someone sees black dots or wavy lines, this is a change in \_\_\_\_

- a) blurring
- b) clusters
- c) vision

2. A migraine headache causes \_\_\_\_ .

- a) blurred vision
- b) red and watery eyes
- c) a bursting feeling

3. \_\_\_\_ is the best cure for migraines.

- a) sleep
- b) aspirin
- c) arteries

4. \_\_\_\_ have more headaches that leave the head sore.

- a) Women
- b) Men
- c) Older people

5. A \_\_\_\_ headache starts in the morning and gets worse.

- a) migraine
- b) cluster
- c) muscle

6. Tension causes a \_\_\_\_ headache

- a) migraine
- b) cluster
- c) muscle

7. Medicine is \_\_\_\_ headaches.

- a) the best treatment for
- b) not usually helpful for
- c) one way to treat

8. A change in a patient's lifestyle can \_\_\_\_ .

- a) help cure headaches
- b) cause headaches
- c) both a and b

## Progress Portfolio

### 2. Fill in the gaps with the given words in the box.

- |             |            |              |             |
|-------------|------------|--------------|-------------|
| a) pounded  | b) swells  | c) lifestyle | d) migraine |
| e) clusters | f) sore    | g) forehead  | h) aspirin  |
| i) recur    | j) analyze | k) hammer    |             |

- To \_\_\_\_\_ means to happen again.
- If your arm is \_\_\_\_\_, it hurts. You have a \_\_\_\_\_ in your arm.
- The \_\_\_\_\_ is the top part of the face.
- \_\_\_\_\_ helps some kinds of headaches.
- When we went to our friend's apartment, we knocked and then \_\_\_\_\_ on the door, but no one answered.
- One kind of headache is called a \_\_\_\_\_.
- A \_\_\_\_\_ is one of the tools.
- When you put air in a bicycle tire, the tire \_\_\_\_\_ until it fits the wheel exactly.
- Even though he is very rich, his \_\_\_\_\_ is just like an ordinary person's.
- Before you do anything, you should \_\_\_\_\_ the situation carefully.

### 3. Assign each of these sentences to the correct column.

## Comprehension / Check

- Describe a migraine headache
- Describe a cluster headache
- Describe a muscle headache

Statements	Migraine	Cluster	Muscle	Other
<i>They come in groups</i>				
<i>It starts in the neck or forehead</i>				
<i>It is caused by tension</i>				
<i>There is a change in vision</i>				
<i>There may not be any for several years</i>				
<i>Aspirin doesn't help</i>				
<i>Sleep helps</i>				
<i>It occurs on only one side of the head.</i>				
<i>It lasts for two hours or less.</i>				
<i>Problems at work can cause</i>				



# UNIT 2. GENERATION

## Lesson 1. PERSONALITY

### What you'll learn:

**Vocabulary:** Personality

**Grammar:** other, another, others

**Speaking:** Comparing personalities/Discussing the nature-nurture controversy

**Writing:** a paragraph/essay about personality/optimism and pessimism

### WORD FILE

**brim** [ 'brɪm ] (v) fill or be full to the point of overflowing.

*A **brimming** cup.*

**controversy** [ kən 'trɒvəsi ] (n) prolonged public disagreement or heated discussion. *The design of the building has caused **controversy**.*

**cope with** [ kəʊp wɪð ] (v) deal effectively with smth difficult; manage handle, carry on; satisfy or fulfill; “meet a need”

**discarded** [ dɪskɑːdɪd ] (adj) 1. ejected, rejected, thrown away  
(v) 2. get rid of someone or something as no longer useful or desirable.

**extrovert** [ 'ekstrəvɜːt ] (n) an outgoing, socially confident person.

**genes** [ dʒiːns ] (n) (in informal use) a unit of heredity which is transferred from a parent and is held to determine some characteristic of the offspring. *Playing tennis is in my **genes**.*

**inherit** [ ɪn 'herɪt ] (v) receive (money, property, or a title) as an heir at the death of the previous holder. *She **inherited** a fortune from her father.*

**introvert** [ 'ɪntrəvɜːt ] (n) a shy and typically self-centered person

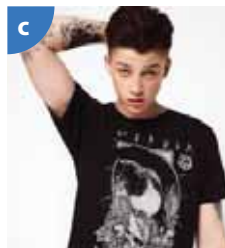
**nature-nurture controversy** [ neɪtʃə 'nɜːtʃə 'kɒntrəvɜːsi ] (n) dispute about nature

**nurture** [ 'nɜːtʃə ] (v) care for and protect someone or something while they are growing. *Jarrett was **nurtured** by his parents in a close-knit family.*

**rebel** [ 'reb(ə)l ] (n) a person who rises in opposition or armed resistance against an established government or leader.

## Listening / Speaking

1. **CW.** Look at the pictures and talk about the personality traits.



1. I am creative.
2. I am popular. I've got a lot of friends.
3. I am a **rebel**.
4. I am self-critical.
5. I always break rules. I am naughty.
6. I love to clown around and make people laugh.
7. I am pessimist.

2. **CW.** Listen and fill in the gaps with the words from the box matching 1-8 with a-h.

- |                           |                                 |
|---------------------------|---------------------------------|
| a) true character shine   | e) was painfully shy            |
| b) kind of personality do | f) lot over the years           |
| c) see what they say      | g) I <b>sulk</b> * when I don't |
| d) have rubbed off on     | h) interesting to explore       |

What (1) \_\_\_\_\_ you have?

Do you ever think about your personality?

I do. I think it's very (2) \_\_\_\_\_ personality. My own personality has changed a (3) \_\_\_\_\_. When I was a child, I (4) \_\_\_\_\_, but now I'm brimming with confidence. I have learned how to be with people and let my (5) \_\_\_\_\_. The personalities of my friends (6) \_\_\_\_\_ me, which I'm happy about. There are parts of my personality I'm not too happy with. I'm quick to get angry with people and sometimes (7) \_\_\_\_\_ get my own way. I think overall I have a good personality. I'm easy to get on with and I'm quite happy and cheerful. I might take some personality tests and (8) \_\_\_\_\_ about me.

**\*sulk** - to look angry and refuse to speak or smile because you want people to know that you are upset about something

## Reading

**1. GW. Read the paragraphs about personality. Choose from the sentences a-e that fits each gap 1-6. ( 5 sentences have been removed)**

**There is an extra sentence which you don't need to use.**

## 1. What is personality?

Many people define personality as a person's usual manner or style of behavior. These patterns of behavior **tend** to be predictable throughout a person's lifetime. Some people are **introverts**, *others* are **extraverts**. (a)\_\_\_\_\_. Their emotions are usually under control: they don't get extremely angry about little things. *Others*, at *the other* end of the personality **spectrum\***, are more emotional, experiencing higher highs and lower lows. Most people's personalities, however, don't fall at the extreme ends but rather fall somewhere in-between.

## 2. Where do we get our personality?

For hundreds of years, psychologists and ordinary people have never stopped debating this fascinating question. (b)\_\_\_\_\_. The people who believe this theory say that babies are born with a personality and that it's the environment that determines or forms, each child's personality. This school of thought is called the **nurture** school. (c)\_\_\_\_\_. These people believe that our personality is not determined by the environment, but rather by genetics and that each baby is born with a personality.

### 3. The nature-nurture controversy?

“The nature-nurture controversy” is very old. (d) \_\_\_\_\_. However, it is very difficult, if not impossible, to conduct research on real people with real lives. There’s just no way to put people in a laboratory and watch them develop. For this reason, there’s no scientific way to settle the **nature-nurture controversy**. Recently, however, most researchers have come to believe that both the environment and the **genes** - nurture and nature - work together and are both important. (e) \_\_\_\_\_. It seems that everyone has an opinion.



## Reading

1. At the other end of the **continuum\*** we find people who believe that personality is determined by "nature", or the characteristics we receive, or "**inherit**", from our parents biologically, through their genes.

2. Some people have easygoing personalities: they are usually cheerful, calm and able to **cope with** life's difficulties without much trouble.

3. Experimental psychologists have tried to discover which of these two factors, genetics or the environment is more important in forming our personality.

4. I love to clown around and make people laugh.

5. Even though the experts have largely discarded the idea that personality development is so black and white, the nature-nurture controversy remains a popular discussion among friends.

6. Some people think personality develops as a result of the environment-the combination of influences that we learn from, such as our families, our culture, our friends and our education.

### 2. CW. Explain the meaning of the words and build up sentences using them.

extrovert  
introvert

inherit  
typically

tend  
sociable person  
self-centered person

### 3. IW. Complete the paragraph with the correct prepositions paying attention to the "Remember" box.

#### REMEMBER

get on **with**

be bored **with**

get angry **with**

be crazy **about**

get angry **about**

be afraid **of**

be sick **of/** be tired **of**

to talk to/about

**Sample:**

• Don't **get angry about** unnecessary things.

• Some people are able **to cope with** life's difficulties without much trouble.

get excited **about**

get happy **about**

get sad **about**

(never) complain of/**about**

worry **about**

believe **in**

apologize **for**

object **to**

Extroverts don't worry ... (1) talking in public. They believe ... (2) being honest and they get bored ... (3) being alone. They may talk ... (4) staying home and reading a book, but when they do, they complain ... (5) having no one to talk to. They object ... (6) being by themselves.

## Reading

### Grammar Booster

#### Pronouns

**one-ones** are used if we do not want to repeat a countable noun

Would you like the green sweater or the blue **one**?

**other** means "more" or "different"

**the other** = the rest, one of two

**others** = more, apart from those already mentioned

**another** = one more

#### 4. IW. Complete the survey to find out if you are an introvert or an extrovert.

**Instructions:** From each pair of personality traits, check one that sounds like your personality. At the end, add up your selections for each column. Then decide for yourself:

**Are you an introvert, extrovert or ambivert?**

introvert

extrovert



#### a) I am an extrovert    b) I am an introvert    c) I am ambivert

1. enjoy being in a group

2. think without talking

3. seek peace for

4. be hard to understand

5. know few people, but well

6. need to interact with others

7. talk without thinking

8. know many people a little

9. express their opinions openly

10. be interested in feelings

11. enjoy being alone

12. avoid interacting unnecessarily

13. be active

14. be quiet

15. be interested in events

16. be easy to understand

17. seek excitement

18. keep their ideas to themselves

Extroverts tend to:	A mixture of both/ ambivert:	Introverts tend to:
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

## Writing

### 1. **PW.** Change the sentences into Indirect Speech.

1. "The nature-nurture controversy" is very old", said the teacher.
2. "There is difference between optimists and pessimists.", says my grandmother.
3. "Personality is a person's usual manner.", said Jane.
4. "Optimists always expect the best things though they have a lot of problems", said the doctor.
5. "The researchers believe that both the environment and the genes nurture and nature - work together and are both important", said Ben.

### 2 **IW.** Create a paragraph about "Optimism or pessimism" looking through the model. Pay attention to "Remember" box and correct the punctuation and spelling mistakes.

I think there is a difference between optimists and pessimists and it isn't a difference in life experiences an optimist who is going through a hard time feels confident that life will get better while a pessimist is more cynical and believes life will always be difficult and painful optimists always expect the best though they have a lot of problems. But pessimists tend to expect the worst and see only problems while an optimist looks on the bright side and instead of seeing a problem pessimists may give up try to be optimistic maintaining a positive hopeful yet realistic perspective in the face of hard times can be a real challenge -everybody is facing right now in the world but it is essential to living peacefully and happily As for me it is important to see the beauty love generosity and goodness as well

### 3. **IW.** Write at least two paragraphs about personality of someone you know well. Use "other, others, another" and ideas from the topic.

### 4. **PW.** Fill in the gaps with the words from the box. Some pronouns can be used more than once.

a) other    b) another    c) the other    d) others    e) one    f) ones

1. Some English people have got their own houses, ... live in flats.
2. There are two books on the table. One is English and .... is German.
3. The girl didn't like the blouse that the shop assistant offered and she asked her to show ... one.
4. Give me ... cup of tea, please!
5. What ... remedies do you take for your backache?
6. Some streets in our city are crowded, but ... are very quiet.
7. The students in my class began learning ... foreign language.
8. What ... languages does your father know?
9. Sensitivity to ... people's feelings makes him a kind person.

## Writing

### 5. IW. Answer the questions about your own likes, dislikes and personality.

1. What are your likes?

---

2. What are your dislikes?

---

3. Which extrovert personality traits do you have?

---

4. Which introvert personality traits do you have?

---

5. Which personality would you like to take after? Why?

---

### 6. GW. Unjumble the words in the sentences.

*Model: What kind of personality do you have?*

I have kind persoitynal you What of do? Do you about your persoitynal ever think? I do. I think it's very interingest to explore persoitynal. a changed has personality own My lot over the years. When I was a child, I was painlyful shy, I'm now but conenfidce with **brimming**. I have learned let peolpe be how my and with to true character shine. The of friends rubbed personalities my have off on me, which I'm happy about. There are parts of my persoitynal with happy too not I'm. I'm quick to get angry with peolpe I when **sulk** I sometimes and get don't my own way. I think overall I have a good personality. quite on I'm with easy and to I'm get hapyp and chefuler. I might take some personality tests and see what they say about me.

### 7. IW. Read the quotation by Winston Churchill. (British Prime Minister-1874-1965) and write a paragraph saying if you agree with him.

*"A pessimist sees difficulty in every opportunity.  
An optimist sees the opportunity in every difficulty."*

### 8. PW. Write your own questions and make personal comparisons and compare them with your partner's.

*Model:*

- Is your personality similar to or different from your parents? How?
- Can difficult experiences make a person stronger?



## Assessment 1

### 1. Match the halves and use the words in your own sentences.

1. object
2. get excited
3. believe
4. associated
5. relate
6. think

- a) about
- b) in
- c) with
- d) for
- e) to
- f) of

### 2. Group adjectives describing personalities positively or negatively.

annoying    funny    gifted    outgoing    modest    smart    naughty  
talkative    impolite    friendly    easygoing    helpful  
serious    professional    silly    offensive    moody    passionate

Positive

- 
- 
- 

Negative

- 
- 
- 

### 3. Write a paragraph about your personality. Tell something about yourself and say where your personality traits come from-nature, nurture or astrology.

### 4. Write a paragraph on one of these comments giving your ideas.

1. You have to be practical. There will be some problems in life that you can solve and some you can't. What's important is realizing when something is beyond your control. Then it's better just to move on.

2. Life is full of hard times. You have just to accept the fact that bad things happen and know that there's very little you can do about it.

3. It's important to see a problem as both a challenge to be faced and as an opportunity for success. Difficult experiences can make a person stronger.

### 5. Match the words and phrases in two columns.

1. genes
2. environment
3. emotions
4. the "nature school" (of thought)
5. personality
6. the nurture school" (of thought)

- a) a person's usual pattern of behaviour
- b) what we feel, such as anger, love and happiness
- c) the source of traits we inherit from our parents
- d) the world around us
- e) the belief that learning determines personality
- f) the belief that genetics determines personality

## Lesson 2. What Affects Teenagers' Personality?

### What you'll learn:

**Vocabulary:** What Affects Teenager's Personality

**Grammar:** Indirect Questions

**Speaking:** Discussing teenagers' problems, the parents' influence on them

**Writing:** Writing an essay "Family's influence on teens' success"

### WORD FILE

**adoption** [ə'dɒpʃ(ə)n] (*n*) the action or fact of adopting or being adopted.

*She gave up her children for **adoption**.*

**affectionate** [ə'fekʃ(ə)nət] (*adj*) readily feeling or showing fondness or tenderness. *I like his **affectionate** nature.*

**downside** [daʊnsaɪd] (*n*) the negative aspect of something otherwise regarded as good or desirable.

*He says being a rock star is a fun line of work when you're young, but admits fame can have its **downsides**.*

**competitive** [kəm'petɪtɪv] (*adj*) relating to or characterized by competition. *A **competitive** sport.*

**foster** ['fɒstə] (*v*) encourage the development of something desirable *The teacher's task is to **foster** learning.*

**manipulative** [mə'nɪpjʊlətɪv] (*adj*) characterized by unscrupulous control of a situation or person

**moody** ['mu:di] (*adj*) (of a person) given to unpredictable changes of mood. *His **moody** adolescent brother.*

**fulfill** [fʊl'fɪl] (*v*) carry out (a task, duty, or role) as required, pledged, or expected

## Listening / Speaking

1. **CW.** Listen to the parents' and children's ideas and answer the questions looking through the photos.



### Parents about their children

My children:  
don't help around the house  
don't follow my advice  
dress badly and have ugly hairstyles  
don't study enough  
don't eat much fruit  
I think ...

### Teens about their parents

My parents:  
• don't respect my privacy  
• don't like my friends  
• don't like my appearance  
• always tell me what to do  
• ignore my opinions  
I think ...

- Have you ever heard parents or children make these complains ? Which ones?
- Have you ever had any complains like these about your family members?

2. **PW.** Listen and practise.

**Mr.Field:** Jason, Jason! Turn down the TV a little, please.

**Jason:** Oh, but this is my favourite programme!

**Mr. Field:** I know. But it's very loud.

**Jason:** Ok, I'll turn it down.

**Mr. Field:** That's better. Thanks.

**Mrs. Field:** Lisa, please pick up your things.  
They're all over the living room floor.

**Lisa:** In a minute, Mom. I'm on the phone.

**Mrs. Field:** OK. But do it as soon as you hang up.

**Lisa:** Sure. No Problem!

**Mrs. Field:** Goodness! Were we like this when we were kids?

**Mr.Field:** Definitely!

## Listening / Speaking

### 3. **GW.** Listen and share your ideas and evaluate the content of the text. “Parents have a more important influence on child’s success.”

We know parents have more influence on a child’s success. Classmates have also an important social influence on one another, especially as they get older, but the influence of parents is stronger than this. Parents love their children, and they have a lot of expectations of them. All of these things are important influences on a child’s success at school.



Parents are important role models for their children. Do you know that young children like to copy other children, but they like to copy adults more. When children see their parents read, they read too. When children hear their parents talk about books, news or politics, they will think these are interesting subjects, too. Children may learn other things from their friends and classmates too, but the examples they get from their parents are stronger. Parents love and take care of their children. And children know how important this is, and they love their parents, too. They may have close friends at school, but their feelings for their parents are more important. If they feel loved and cared at home, they will have a strong confidence to do well at school. Parents expect their children to behave well and be good people and also be successful in life. Children want to please their parents so they try to **fulfill** their parents’ expectations. They want to be nice to their classmates and friends and get along with them.

### 4. **PW.** Generalize your ideas on the following questions and make a speech on the topic.

1. Do you think it’s better to be an older or a younger sister or brother in a family with two children? Why?
2. Does a child’s position in the family have an influence on his/her personality?
3. Why are parents important in a child’s life?
4. Don’t you think that classmates or friends also influence children?

### 5. **IW.** Create a plan and talk about: “Influence on a child’s success”.

- Parents’ influence
- Friends’ influence
- Classmates’ influence

## Grammar Booster

### Embedded sentences

If or Whether is used in Yes/No questions in Indirect Speech.

<b>Direct Speech</b> <b>Yes/No questions</b>  <b>Is that magazine interesting?</b>	<b>Embedded sentences</b> <b>Yes/No questions:</b> <b>If and Whether</b> have the same meaning. <b>Be careful!</b> <i>I wonder if is that magazine interesting.</i> (wrong) <i>I wonder if that magazine is interesting.</i> (correct)
<ul style="list-style-type: none"> <li>• <i>Have you read this book?</i></li> <li>• <i>Can I borrow your pen?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I want to know whether he has read this book.</i></li> <li>• <i>I wonder whether I can borrow your pen.</i></li> </ul>
<b>Note:</b> If the questions begin with a question words: Who, What, When, Why, How, Where, etc	
<b>Direct questions:</b> <ul style="list-style-type: none"> <li>• <i>What's the article about?</i></li> </ul>	<b>Embedded sentences:</b> <ul style="list-style-type: none"> <li>• <i>Tell me what the article is about.</i></li> </ul>

To report questions we can use: wonder, ask, remember, do you know, want to know, know, etc.

### REMEMBER

- I don't know
- Please tell me
- I wonder
- I don't remember

- Can you tell me
- I'm not sure
- I can't tell you
- I'd like to know

**6. Write the sentences in the Indirect Speech looking through the Grammar Booster. Model: 1. Joe wondered what Jane was doing in Spain.**

1. "What are you doing in Spain, Jane?" said Joe.
2. "Have you ever been to the aquarium?" said the guide.
3. "Why are parents the best models for their children?" asked Jane
4. "Can I help you?" said the young girl.
5. "What time is it?" said the boy.
6. "Who has gone to the party?" asked Clara.
7. "Do classmates also influence the children?" said the teacher.

## Reading

1. Read the text and explain the meanings of the words given in bold.

Say: Which paragraph (1-5) mentions:

- a. about the youngest children?
- b. about the children who have to look after their younger brothers and sisters?
- c. about Tom Hughes?
- d. about the only children?
- e. about the most competitive children?

### Child's Position in the Family

1. In his book about the family's influence on a personality the British actor Tom Hughes tells that our position in the family is the strongest factor that influences our personality.

2. In his opinion, the eldest children get maximum attention from their parents, and the result is that they're usually quite **self-confident** people. They make good leaders. The eldest children are often **ambitious**. They're more likely to go to university than their brothers or sisters. They often get the top jobs, *too*. They are also responsible people, because they often have to look after their younger brothers or sisters. The **downside** of this is that sometimes this means that when they're older they worry a lot about things. They can *also* be quite bossy and even aggressive, especially when they don't get what they want.

3. The middle children are usually independent and **competitive**. It's because they have to fight with their brothers and sisters for their parents' attention. And they're usually sociable, they like being with people, probably because they have always had other children to play with. However, on the other side, the middle children are often **jealous** of their brothers and sisters and they can be **moody**.

4. If a child is the youngest in the family, he or she will probably be very charming, **affectionate** and *quite* relaxed. On the other hand, the youngest children are often *rather* **lazy**. This is because they always have their older brothers and sisters to help them. And they can be quite **manipulative** - they use their charm to get what they want.

5. The only children in the family don't have to share with anyone-so they're often spoilt by their parents and grandparents. As a result, they can be quite **selfish**. They think of themselves more than of other people. But the only children are usually very organized and **responsible**, and they can be very imaginative, *too*.

## Reading

### 2. **CW.** Discuss these questions and sayings and give reasons to your answers.

- *Where do you think your personality comes from, nurture or nature?*
- *Do your personality traits come from your parents' genes?*
- *How does parents' behavior affect a child's development?*
- *Can you give a quote or a proverb on this topic? Sample:*
- *"Parents, keep your children closer when they are young, because they will keep you closer when you're old."*
- *Like mother like daughter!*

### 3. **IW / PW.** Find the definitions of the words. Use them in sentences and make up a dialogue.

- |                                       |   |
|---------------------------------------|---|
| 1. independent                        | a) having a natural ability to do one or more things extremely well         |
| 2. imaginative                        | b) able to think of new and interesting ideas                               |
| 3. energetic                          | c) very active, physically and mentally                                     |
| 4. responsible                        | d) showing a strong liking for something and being very dedicated to it     |
| 5. gifted                             | e) trusting in his/her own ability  |
| 6. passionate                         | f) willing to talk and be engaged in activities with other people; friendly |
| 7. sociable                           | g) free from outside control, not depending on others                       |
| 8. quite self-confident and ambitious | h) having an obligation to do smth. as a part of one's job                  |

### 4. **PW.** Express your attitude to these statements.

1. The middle children are often jealous of their brothers and sisters.
2. The youngest children are often rather lazy.
3. The only children are usually well-organized.
4. The oldest children get a lot of attention from their parents.

### 5. **IW.** Choose the suitable variants and use them in your own sentences.

1. I also/too/either like instant messaging.
2. I've never sent an attachment, too/also/either.
3. Brian blogs, but/too/either he's never created a website.
4. We've played online games and we've chatted too/also/either.
5. The restaurant has excellent food. It's also /too/either very good value.
6. The food we ate wasn't healthy too/also/either.



## Writing

**1. PW/GW.** Choose and complete the sentences with the adjectives from the box. Consult a dictionary if it is necessary. There are some extra words.

trustworthy aggressive ambitious manipulative energetic  
envious imaginative moody sensitive spoilt sociable  
selfish responsible charming bossy jealous competitive

1. ... people always want to win and be successful in life.
2. ... people like doing things on their own without help.
3. ... people like giving orders.
4. ... people think about themselves and not about others.
5. ... people are good at influencing others to do what they want.
6. ... people are friendly and enjoy being with other people.
7. ... people get angry quickly and like fighting.
8. ... people have an attractive personality that makes others like them.
9. ... people are those you can trust.
10. ... people show that they like other people very much.
11. ... people think that someone loves another person more than them, or wants that other people have.
12. ... children behave badly because they are given everything they want.

**2. IW.** Write a paragraph using the words and expressions from the box on "A child's position in the family".

I think especially the middle children the youngest  
on the other hand in the family on the one hand  
the middle aged because the only children however

**3. PW.** Change the Direct questions into Indirect questions and write.

**Model:** 1. *I wonder if teenagers have many problems today.*

1. Do teenagers have many problems today?
2. Are social events a very popular conversation topic among teenagers?
3. Do teenagers' years bring luck to them?
4. Does your personality come from nurture or nature?
5. Do the only children in the family have to share with anyone?
6. Are the middle children usually independent and competitive?

## Writing

### 4. IW. Read the paragraph about fostering children and express your attitude in written form.

#### Living with a foster family

Children are usually cared for in their own families until they are old enough to live independently. Sometimes parents or relatives aren't able to look after their children. In this case, the state will often take responsibility for them. The children may be looked after in children's homes or fostering or **adoption** arranged with families. Fostering means taking a child into your family for a period of time and caring for him or her as your own child. The government makes payments to the family to cover extra food, clothes and other necessities while the child is staying there.



Fostering allows children to experience normal family life. Foster families are very carefully selected to ensure that the child will adapt happily. Children who need the company of brothers and sisters will be placed in large families, whereas a child who requires a lot of individual attention will usually be placed in a small family. The foster child may make lifelong friendship with the foster family and continue to keep in touch long after he or she has grown up.

### 5. PW. Rearrange the sentences paying attention to the model and write.

*Model: I want to know how take care children of people.  
I want to know how people take care of children.*

1. I'd like to know if watch children TV a lot.
2. Can you tell me what is your dislike?
3. Do you know if do teenagers face any problems?
4. I would like to know if teenagers' years to them bring luck to them.
5. I don't know how can teens' mates influence their lives.
6. Please tell me whether children usually in their own families are cared for.
7. Can you tell me that teenagers to be taken seriously are too young?
8. Do you know that is it important to speak today's teens' problems.
9. You can't believe so much attention paid you teenagers.
10. I want to know that teens' parents let them do anything they want.

### 6. IW. Write an essay on: "Family's Influence on Teens' Success".

## Lesson 3. Teenager Years' Luck

### What you'll learn:

**Vocabulary:** Teenagers' Luck and Problems, Weblish

**Grammar:** Indirect Questions

**Speaking:** Teenagers' Life using "Weblish"

**Writing:** Writing an essay or paragraph on teens' problems

### WORD FILE

**chore** [tʃɔ:] (*n*) a routine task, especially a household one.

*The early risers were up and about, doing their **chores**.*

**cute** [kju:t] (*adj*) attractive in a pretty or endearing way.

*She had a **cute** little nose.*

**desperately** ['desp(ə)rətli] (*v*) in a way that shows despair.

*He looked around **desperately**.*

**exceptionally** [ɪk'sepʃ(ə)nəli] (*adv*) to a greater degree than normal; unusually.

*The weather was **exceptionally** mild for the time of the year.*

**frustrated** [frʌ'streɪtɪd] (*v*) feeling or expressing distress and annoyance resulting from an inability to change or achieve something.

*Young people get **frustrated** with the system.*

**graffiti** [grə'fi:ti] (*n*) writing or drawings scribbled, scratched or sprayed on a wall or other surface in a public place.

**mature** [mə'tʃʊə] (*adj*) having reached a stage of mental or emotional development characteristic of an adult

**metropolis** [mɪ'trɒp(ə)lis] (*n*) the capital or chief city of a country or region.

*He preferred the peaceful life of the countryside to the bustle of the **metropolis**.*

**shorthand** ['ʃɒθænd] (*v*) a method of rapid writing by means of abbreviations and symbols, used especially for taking dictation.

*He took notes in **shorthand**.*

## Listening / Speaking

### 1. CW. Listen and generalize your opinions on the teens' ideas.



■ Education is the most important thing for teenagers today. Teens are getting ready to continue their education in our country and abroad. They understand that a good education is the key to a better future. Besides their school subjects they begin attending different courses like IELTS, SAT, GMAT, etc. My friend Ilhama who had the highest score-700 points, studied all subjects well and one of her wishes came true. Ilhama entered the Law Faculty of Baku State University last year.

*Vugar*

■ I think everyone can see that English plays an important part in a teenager's world. It is the most dominant language in youth style. English is a way in which teenagers across the world communicate with each other and share a common culture. The example of this is the existence of **graffiti** written in English in many different languages.

*Tom*

■ Education, music, sports and games, computer games, television and movies play an important role in teens' life. But music, television and movies sometimes don't respect national **boundaries**. Today one can hear rock and roll in the Chinese **metropolis** of Shanghai. It is common to find people wearing Levi's jeans or T-shirts in every place of the world. US films are popular worldwide. American painters are influenced by European artists. Mexican style fast food restaurants or Japanese sushi bars can be found in different corners of the planet.

*Lilly*

## Listening / Speaking

### 2. IW. Listen and analyze the words given below and say the difference between formal and informal English.

Here is a glossary of some of the key expressions and symbols used in chat rooms.

#### GLOSSARY

### Weblish\* - Global Language Network

<b>U</b> - you	<b>Nite</b> - night
<b>C</b> - see	<b>Wanna</b> - do you want to
<b>2</b> - to	<b>Yup</b> - yes
<b>R</b> (are)	<b>Cos</b> - because
<b>b</b> - be	<b>U bet</b> - you bet (this means a strong "Yes")
<b>4</b> - for	<b>Cheer him</b> - it'll cheer him up
<b>Thnx</b> - thanks	<b>Best</b> - best wishes
<b>Gr8</b> - great	<b>Hru</b> - How are you?
<b>L8</b> - late	<b>CUL</b> - see you later
<b>b4</b> - before	<b>LTNS</b> - long time no see
<b>cu</b> - see you	<b>mu</b> - miss you
<b>HAND</b> -have a nice day	<b>sis</b> - sister

Young people are individuals and must be encouraged to celebrate together their individual and cultural differences. Teens express themselves, for example, in Weblish, the new **shorthand** English used in text messaging and in the Internet chat rooms. Weblish is a kind of "**slang**" idiomatic English which often breaks the rules of correct English. For example, capital letters are not used.

### 3. PW. Act the dialogue out and express your attitude to the Weblish language.

A: Hi, I mu. LTNS. Hru, Kate?

B: Thanx. And u?

A: I'm OK. I wanna go to the cinema. B4 it gets darker.

B: I hope I will cu L8r. Maybe tomorrow?

A: OK. HAND. CUL.

\***weblish** [wɛbliʃ] (v/n) (Computer Science) informal, the shorthand form of English that is used in text messaging, chat rooms, etc.

## Listening / Speaking

### 4. PW. Listen to the dialogue and report it. Pay attention to the words in *italics* and explain them looking through Glossary.

**A:** Oh, I can't believe my eyes. Is that you, Arif? *Hru?*

**B:** *Yup!* Hi, Ali. Why are you surprised?

**A:** It's a small world. What are you doing in London?

**B:** I've come here with a group of teachers and students to take part in the event on ecological problems.

**A:** I see. Where are you staying? Do you need any help?

**B:** Oh, thank you. Everything has been arranged beforehand. We live in a students' hostel. Now we are going to the British Museum. Do you want to join us?

**A:** *Thnx*, Arif. I'd like to join you, but I can't. I'm *18*, I'm in a hurry. I have to go to college. How long are you going to stay here?

**B:** We are leaving on 14 July.

**A:** Great! We still have enough time to talk. *Wanna* to go to the aquarium? I can take you there before you leave.

**B:** Thanks, I'd be grateful to you.

**A:** *Cu!*

**B:** *HAND!*

### 5. IW. Make a presentation looking through the plan and share your ideas.

Teens' serious social problems

Teens' weekend activities

Adults' advice to teenagers

Teens' school projects

Teens' creative works

Teens' future plans

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### 6. IW. Find and match the halves.

1) dominant

2) youth

3) different

4) cultural

5) interesting

6) social

7) long-life

a) experience

b) problems

c) activities

d) differences

e) language

f) style

g) courses



## Reading

### 1. GW. Debate. Read the teens' opinions and share your own ideas on these statements.

*Which of these teenagers thinks that being a teenager\_\_\_\_\_*

- *is a great fun!*
- *brings a lot of luck!*
- *brings a lot of serious problems?*
- *allows you to do exciting and wonderful things?*
- *is a kind of duty and makes you feel responsible for what you do?*

What worries us is that teenagers today have a lot more to worry about than their parents did. The world is becoming a very mysterious place. I'm sure bad habits combined with personal problems and mates' influence make being a teenager very difficult. I've got some friends who don't drink at all, but some do. It seems to me that adults are generally quite indifferent to what their children do. Once you reach the age of sixteen or seventeen, your parents think you are old enough to decide for yourself and let you do what you want. The best thing for me is that I have no problems with my parents and sisters at home as they help me in challenging situations.



**John McCarthy, 17**

It's true that there are so many problems facing teens today. I go to a private school which makes my school life easier. I focus more attention on doing my homework. My friends and I usually have fun just being around one another. There are some teen clubs close to where we live. We usually attend these clubs and find interesting weekend activities to do. We usually talk about humorous things, on the other hand, we also talk about serious social problems. My friends and I try to help one another if we can, being a teenager isn't fun. It's **a chore**. (duty). You have to go to school and your parents want you to get good grades, which is hard enough itself, and you have to deal with your own problems too.

**Rufat Aliyev, 16**

Where I live teenagers have few dangers. Maybe it is so, because adults around, I mean, parents and teachers keep in touch with schools and in this way they are aware of our problems. They are always there with their warm smile and long-life experience. We usually go out with a group of friends, both girls and boys.



Social events such as discos and parties are a very popular conversation topic among teenagers. At school, subjects and exams are discussed quite a lot but along with this there are conversations about friends and



## Reading

plans for the weekend ahead. I think some teens are football-fans, some are movie-lovers and some teens are very conscious of their appearance and clothes, some are interested in nature or music, some are book-lovers. Tastes differ as the proverb says. And being a teenager is great fun. Take it easy.

*Bart Naik, 16*

As official reports admit AIDS, violence, drugs and alcohol are more serious social problems. What has gone wrong? Some specialists explain that the changes of our society, the system of our life force young people to choose their own lifestyle. On the one hand, our society agrees that 15-17-year - old people are old enough to be responsible for what they do and give them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young to be taken seriously. This misunderstanding produces many problems. Actually, a lot of teenagers say that their parents let them do anything they want and are quite indifferent to their problems. Many teenagers get upset or depressed when they can't solve their problems. No doubt, the teens' problems are increasing. So, one way out of these problems is that teens and adults, should get together to solve them. And teenagers should feel that they are cared for.

*Anny Brown, 17*

### 2. **GW.** Answer the questions on the passages above.

1. How do John, Bart, Anny and Rufat feel about the life of today's teens?
2. Do teenagers' years bring luck to them? What do they say about it?
3. What problems do teens face today?
4. Which of the problems do they find serious?
5. Do their mates influence these teens' lives much?
6. How do they spend their time together?
7. Why does Rufat think that being a teenager is "a chore"?
8. Where do teens have few problems? Why?
9. Do you feel any support by the adults around?

### 3. **IW.** Say if it is True or False.

1. You can see Levi's jeans or T-shirts everywhere in the world.
2. US films are not popular today.
3. Graffiti is a universal language of a teenager today.
4. A global teenager should know English well.
5. The Internet enables a modern teenager to feel himself/herself in a center of a trend.
6. Young people are not individuals on the Internet.
7. Weblish is a kind of shorthand English.
8. Most boys are sport fans and girls are interested in their appearance and clothes.

True False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

## Writing

**1. GW.** Fill in the gaps with the words from the box. There are some extra words.

a) the most difficult   b) probably we pass from   c) change   d) time  
e) our emotions   f) short   g) in a few years   h) as a bit of come  
i) new   j) part of all this   k) put a strain on   l) all those moods

Our teenage years are (1)\_\_\_\_\_ difficult of our lives. This is the (2)\_\_\_\_\_ childhood into adulthood. So many things are happening to us. Our bodies change, (3)\_\_\_\_\_ and our whole life changes. We have to learn to be independent, mature and responsible (4)\_\_\_\_\_ years. We have to take exams, get a job and perhaps start a family. That must (5)\_\_\_\_\_ shock for most teenagers. (6) \_\_\_\_\_ independence is teenage behaviour. This is probably the most difficult part of parents' lives. (7) \_\_\_\_\_ all that sulking. It can (8)\_\_\_\_\_ family life. People always think they really want babies and children; no one ever says "I want (9)\_\_\_\_\_ a teenager".

**2. IW.** Write a paragraph of your own about your lifestyle, today's problems, education and future plans.

**3. IW/PW.** Send a message to your friend. Try to use some Weblish and tell the

LTNS   Hru   sis   d8   2day  
IC   gr8   l8   B4   cu18r  
HAND   CUL

**4. IW.** Write about teenagers' problems using the following expressions given in the Useful Language box.

### Useful Language

*One way out would be ...  
It is too bad that ...  
What worries ... is ...  
The answer could be ...  
The difficulty is ...*

*The best thing is ...  
The only thing to do is ...  
The trouble is that ...  
One possibility may be ...*

## Writing

5. **IW/PW.** Complete the text using modals and express your attitude to it.

can      can't      could      couldn't

We ... deny that modern technology has changed our lives. 10 years ago we ... only phone from a building or telephone box, but now we ... make a call wherever we are and we ... make a call wherever we are and we ... also take photos, shoot video and use it as a computer, watch films and listen to music. My grandfather says that he ... believe how quickly has everything changed. He's always saying that people ... do any of those things when he was young.

Self-Assessment	Level Reached			
Description of Achievement	Per- fect	Good	Fair	Poor
<b>Listening and Speaking</b> <b>I can listen:</b> <ul style="list-style-type: none"> <li>• and generalize my opinions on teens' ideas</li> <li>• to the dialogue and report it</li> <li>• explain the meaning of the words</li> <li>• analyze words and say the difference between formal and informal English</li> <li>• act out a dialogue on Weblish</li> <li>• make a presentation looking through the plan and share my ideas</li> <li>• act the dialogue out and express my attitude to the Weblish language</li> </ul>				
<b>Reading</b> <b>I can read and understand:</b> <ul style="list-style-type: none"> <li>• read the teens' opinions and share my own ideas on them</li> <li>• answer the questions on the teens' problems and luck</li> <li>• find out True/False sentences</li> </ul>				
<b>Writing</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• write a paragraph about today's problems, education and future plans</li> <li>• fill in gaps with the given words</li> <li>• send a message using Weblish</li> <li>• fill in the gaps with the words from the box</li> <li>• complete the text using modal verbs</li> </ul>				

## Lesson 4. How do the Elderly Live?

### What you'll learn:

**Vocabulary:** Elderly people and their lifestyle

**Grammar:** Conjunctions/Tag Questions

**Speaking:** Comparing, generalizing

**Writing:** Project

### WORD FILE

**breakdown** [breɪkdaʊn] (*n*) a mechanical failure.

*Breakdowns could totally disrupt production.*

**burden** [bə:d(ə)n] (*n*) a load, typically a heavy one.

**compelling** [kəm'pɛlɪŋ] (*adj*) evoking interest, attention, or admiration in a powerfully irresistible way. *His eyes were strangely **compelling**.*

**consume** [kən'sju:m] (*v*) eat, drink, or ingest food or drink.

*People **consume** a good deal of sugar in drinks.*

**despite** [dɪ'spaɪt] (*adv*) without being affected by; in spite of.

*He remains a great leader **despite** age and infirmity.*

**distinctive** [dɪ'stɪŋ(k)tɪv] (*adj*) characteristic of one person or thing, and so serving to distinguish it from others; typical, particular, exclusive, peculiar, special. *Juniper berries give gin its **distinctive** flavor.*

**foresee** [fɔ:'si:] (*v*) be aware of beforehand; predict.

*We did not **foresee** any difficulties.*

**impressionable** [ɪm'preʃ(ə)nəb(ə)l] (*v*) easily influenced.

*Children are highly **impressionable** and susceptible to advertising.*

**otherwise** [ʌðəwaɪz] (*adv*) in circumstances different from those present or considered; or else. *The collection is a good draw that brings visitors who might not come **otherwise**. I'm not motivated by money, **otherwise** I would have quit.*

**perplexing** [pə'pleksɪŋ] (*adj/v*) 1. completely baffling, very puzzling, mystifying, mysterious, bewildering, confusing. *A **perplexing** problem.*  
2. cause (someone) to feel completely baffled.

*She was **perplexed** by her husband's moodiness.*

**sane** [seɪn] (*adj*) (of a person) of sound mind; not mad or mentally ill.

*Hard work kept me **sane**.*

**vulnerable** ['vʌln(ə)rəb(ə)l] (*adj*) exposed to the possibility of being attacked or harmed, either physically or emotionally.

*We were in a **vulnerable** position.*

## Listening / Speaking

**1. CW.** Talk about your family's life circles and use age words while answering the questions.

- Do you like taking photos?
- Do you like keeping old photos?



**2. CW.** Match the ages with the stages.

Ages	Stages
0-1 approximately	• a baby
1-2	• a toddler
2-12	• a child-this period is your childhood
13-17	• a teenager (13-19)
18	• an adult
20-29	• in your twenties
30-39	• in your thirties
40-	• people are middle-aged
60 or 65	• retirement time-when people stop to work/they are retired
75 -year-old	• old age-you can describe people as elderly

## Listening / Speaking

- 2. PW. Say ten important names, dates and places in your parents'/grandparents' past and present. Then create a chart with your future career and life looking through "Remember" Box.**

### YOUR PAST

1. An important person when you were growing up
2. An important date
3. An important person you haven't seen for several years
4. An interesting town or city you've visited
5. The name of the teacher you remember
6. An important place in your family history

### YOUR PRESENT

1. The house or apartment that is important for you
2. An important birthday
3. Your favourite day of the week
4. Someone you have met for the first time recently
5. The number of people living in your family

### YOUR FUTURE

- 
- 
- 

#### Family Quotes/Sayings

- *The love of a Family is Life's Greatest Blessing.*
- *Families are like branches on a tree. We grow in different directions yet our roots remain as one.*
- *Our Family is a circle of strength, Founded on Faith, Joined in Love, Kept by God, Together Forever!*
- *Family is not an important thing, it is everything!*

Everyone who has a happy family background can consider themselves to be lucky. To have loving and caring parents, brothers and sisters is really important. When we turn sixteen or so most of us begin to think of having families of our own. We all want to have good families, as good and happy families in the long run make a happy society.

## Listening / Speaking

### 3. **PW.** Listen and act the dialogue out. Give the main idea. Pay attention to tag questions.

**A:** Hi, Lala, How are you?

**L:** Adil, I'm going well, thanks I've heard you visited the home for elderly people last Saturday.

**A:** Yes, I was there with a group of students and our teachers last weekend. Oh, if you saw how happy they were to meet us.

**L:** Great! If I knew I'd join you for sure. I've been to some Children Homes, but I've never been to the Home for Elderly People. Could you tell me more about their function, please?

**A:** Why not sure? Homes for Elderly People are residential care home for the lonely and for these who have illnesses, and need nurse care, trusted by millions. They are everywhere all over the world, aren't they?

**L:** You are right. We do have it in Bilgah, Baku. These are residential homes that provide lodging, meal services and assistance with daily living activities, home style living environment, and health management supported by our government

**A:** That's great. As in all other countries we have all the necessary conditions in it, don't we?

**L:** We do. I also agree to what you're saying. We should value our traditions and take care of the old, shouldn't we? Because if we don't do, so who will take care of us when we're old?!



### 4. **GW.** Make up a presentation looking through Do You Know...? box and say how you take care of the elderly people.

#### DO YOU KNOW... ?

Elderly care or simply eldercare is the fulfillment of the special needs and requirements to senior citizens. Traditionally Azerbaijanis do respect the elderly and care the retired very much but sometimes they are lonely and are supposed to get help from shelters,



neighbours or close relatives. But if they have no relatives or close neighbours with the help and financial support of our Government we have shelter for homeless elderly people. We have to take care of our elderly - our grandfathers and grandmothers. They should always be surrounded with the warmth and love of their families. Let's respect, love and take good care of our elderly!



## Reading

1. **PW.** Read and give a title to the text. Think of the life of elderly people in Azerbaijan and share your ideas with your classmates.



When older adults contribute to the well-being of youth, it cultivates a sense of purpose and extends benefits in both ways, according to a new Stanford report.

Such relationships are important for society. They can help ensure that children and teens receive the kind of attention and **mentoring** they often lack, especially among the most **vulnerable** populations, the Stanford scholars said. These relationships also offer older adults opportunities to learn about new technology and trends, and experience the excitement of seeing the world through a younger perspective. Laura Carstensen, a Stanford psychology professor who led the report and is the director of the Stanford Center for Longevity, said, "Contrary to widespread beliefs that older populations **consume** resources that would **otherwise** go to youth, there is a growing reason to think that older people may be just the resource children need."

Carstensen's prior research has found that as people age, their brains actually improve in many ways, including in complex problem-solving and emotional skills. "It is a huge loss for society not to offer such council and experience to others, especially young people," she said.

The aging population has "**distinctive** qualities to meet the needs of youth," she and her co-authors wrote. "Older adults are exceptionally suited to meet these needs in part because they welcome meaningful, productive activity and engagement. They seek — and need — purpose in their lives." As for older adults, the report pointed out, they benefit as well, experiencing emotional satisfaction in relationships with young people. One way to achieve such contact is through volunteer service, which is associated with better physical health and cognitive

## Reading

performance for aging people. From a **societal**\* view, these interactions are positive, too.

"Focusing volunteer efforts on young people improves their (young people's) chances of success in life," Carstensen said. "These mutual benefits are perhaps the most **compelling** reason for programs that connect the young and the old."

**2. PW/GW. Read some opinions on : "The world needs the life experience of the elderly (Arguments and Facts). Compare your opinions with your classmates and group them in the table. (reading for detail)**

Bad Points	Good Points
The Elderly	
•	•
•	•

- Become ill and disabled
- Become a **burden** to children
- Have a lot of time to meet friends
- Suffer the fear of death
- Become incapable of living independently
- Get wiser, have more experience
- Need regular care and nursing
- Have special talents

- Do not have to go to work
- Lose friends and spouses
- Have financial problems
- Work in their garden
- Go in for sports
- Live a boring life
- Help others
- Travel

**3. PW. Speak about the life of the people in Azerbaijan and in different countries and compare.**

**4. PW. Ask questions for these answers and play a role.**

1. \_\_\_\_\_?

Relationship between adults and youth is very important for the society.

2. \_\_\_\_\_?

This relationship can help teens receive a lot of attention and mentoring.

3. \_\_\_\_\_?

She said, "Older people may be just the resource children need."

4. \_\_\_\_\_?

The aging population has distinctive qualities to meet the youth's needs."

5. \_\_\_\_\_?

Adults have more experience than the young.

\*societal - relating to society

## Reading

### Grammar Booster

#### Subordinate clauses with conjunctions and prepositions.

We use **while/whereas, although/though, despite/in spite of, because of**, etc.

#### *Sample:*

- ***Because of** the crisis, health care reform should be carried out.*
- *In Britain the NHS (**N**ational **H**ealth **S**ervice) provides most health care, **while** in the USA there is no public health service.*

#### Subordinate clauses with prepositions:

##### **in spite of/ despite of, because of**

- ***Despite** the fact (that) the USA is one of the most developed countries in the world, it does not provide health care for all.*
- ***Despite** being one of the richest men Mr Brown does not help the poor.*

#### 5. PW. Discuss these facts and opinions below paying attention to the conjunctions and prepositions.

- In Britain, medical insurance is organized by the Government and is compulsory, while in some other countries it is not.
- The country doesn't spend a lot of money per person on health care, whereas in some other western countries health care systems are much more expensive.
- **Despite** the shortage of money, the system of medical care works well.
- The British spend a small preparation of their wealth on health service because of its simple administration.
- **In spite of** being poor, you can get good medical care in Britain.
- The exceptions to free medical care are teeth and eyes, though even this care is available to large numbers of people who do not have to pay.
- **Although** Britain has public health care, it has a private sector, too. The biggest is BUPA. (**B**ritish **U**nited **P**rovident **A**ssociation)
- **Because of** the central organization of public health care, there is little cooperation between public health care service and the private sector.

## Reading

6. **GW.** Give conclusion looking through the Fact File about social service in Great Britain below adding your ideas about social service in Azerbaijan.

### FACT FILE

Family doctors work in practices, a partnership of several GPs, and offer general health care. Patients can visit surgery, the GP's (**GP**-general practitioner) office, for two or three hours in the morning and evening. GPs also make home visits. GPs are paid fees by the **National Health Service** (NHS) for each visit or for the number of patients on their list.



Social services try to do their best **to cheer** the old people **up**, but they don't have much success in doing it.

At homes for the elderly patients are provided with lots of entertainment.

The **Good Samaritans Group** (GSG) members go out into the community to help people, including patients of the homes for elderly people.

7. **IW.** Create a paragraph on "Health care in Azerbaijan".

8. **IW.** Give the equivalents of these sayings in the native language and share your opinions.

- *Love your parents! We are so busy growing up, we often forget they are also growing old.*
- *"Live your life and forget your age!" (Norman Vincent Peale)*
- *Growing old is compulsory, growing up is optional. (Bob Monkhouse)*
- *Old age is just a record of one's whole life. (Muhammaad Ali)*
- *A family with an old person has a living treasure of gold. (Chinese proverb)*

9. **IW.** Read and give your opinion on the joke.

What the retired think:

"I can't wait to retire so I can get up at 6 o'clock in the morning and go to drive around really slow and make everybody late for work."

## Grammar Booster

### Tag/Tail Questions

Question tags are short questions placed at the end of the statement.

Formation	Examples:
<i>Auxiliary modal verb+subject pronoun</i>	• <i>You can drive a car, can't you?</i>
<i>If the statement is positive the question tag is negative</i>	• <i>She is coming to work, isn't she?</i>
<i>If the imperative sentence is positive, the question tag is negative</i>	Open the window, ____?
<i>If the statement is negative, the question tag is positive.</i>	• <i>She isn't coming to work, is she?</i>

#### 1. PW. Complete the questions looking through the Grammar Booster.

1. My parents are great and very broad -minded, \_\_\_\_ ?
2. Kate never shows her feelings, \_\_\_\_ ?
3. Let's go to the library, \_\_\_\_?
4. Don't be late for the lessons, \_\_\_\_ ?
5. Jessico had to come to the party, \_\_\_\_?
6. The country spends a lot of money per person on health care, \_\_\_\_?
7. People in some countries nod their head to mean "yes", \_\_\_\_?
8. Wou can get good medical care in our country, \_\_\_\_?
9. I am ready, \_\_\_\_ ?
10. My brother couldn't waste the money he had, \_\_\_\_?

#### 2. PW. Correct the wrong tag questions and write.

1. Social services try to do their best to cheer the old up, doesn't it?
2. The country always spends alot of money on health care, don't they?
3. Everybody can get medical care in our country, can they?
- 4.Children always need care aren't they?
5. You should go in for sports, do you?
6. We always want to have good families, haven't we?
7. My friends have to go to the Children's Home hadn't they?

## Writing

- 4. PW/GW. Search for information about the government care for the elderly, the disabled and veterans in different countries. Then answer the questions comparing your thoughts with your partner's**

How does the government care for the disabled, veterans, the elderly? What privileges do the elderly people have in our country, in Germany and in other countries? *(using dictionary/reading for detail)*

Countries/Privileges	Azerbaijan	Germany	other
50% reduced payment for housing, telephone and public utilities			
Free medical care, wheelchairs, cars and petrol at a discount.			
Free accommodation in a health resort			
Free return passage by sea, by air or by railroad once a year. Housing, telephone, etc. without going on a waiting list.			
Retirement is possible at the age of 60 (not at 65)			
Medical service at a reduced price; mobility allowance; tourists' pass at a reduced price the amount of discount depends upon the transport company)			
Air, railroad and other kinds of tickets at a reduced price (Tickets for those looking after people with disabilities are free of charge.			
Free of charge assistance about the house for a certain group of people with disabilities (invalids)			

- 5. PW. Write about the similarities and differences about the life of the elderly people in Azerbaijan and in different countries.**

## Writing

### 6. IW. Unjumble the words in the sentences.

**Model:** • *What does family mean to you?*

mean family does What you to? In a perfect world, all families should be happy get should everyone and well on together. a know I have that families of lot many problems. Brothers and sisters who each don't other like, parents who never talk to each other. I wonder why this is. How so to can live close your you family members and feel apart from them? There is a lot of talk in the news family of **breakdown** the about life. Divorce is rising everywhere in the world. This means single parents have less to with children time spend their, which creates problems. Maybe the stress modern puts much of life too pressure on families. It seems as though family life was or generation a better ago two. Is this true for families in your country?



### 7. IW. Make solutions on "How to support the elderly?"

**"Let's take care of the elderly!"**

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<b>1. Listening and Speaking</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• <i>listen to the sayings and understand their meaning</i></li> <li>• <i>give the main idea on the sayings</i></li> <li>• <i>say how we take care of the elderly</i></li> <li>• <i>answer the questions on life circles</i></li> </ul>				
<b>2. Reading</b> <b>I can read and understand:</b> <ul style="list-style-type: none"> <li>• <i>elderly people's opinions</i></li> <li>• <i>share my own ideas with them</i></li> <li>• <i>answer the questions on relationship between adults and youth</i></li> </ul>				
<b>3. Writing</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• <i>complete tag questions</i></li> <li>• <i>generalize my ideas on the questions in written form</i></li> <li>• <i>correct spelling mistakes</i></li> <li>• <i>unjumble the words in the sentences</i></li> </ul>				



## Assessment 1

### 1. Complete the sentences matching them .

1. Despite the fact that GPs (General Practitioner) (a family doctor) are considered to be overworked
2. Although public health care is not bad,
3. Though health care in case of emergency worked well,
4. Because of the financial problems in the National Health Service
5. Because of the nurses improper behavior
6. In spite of the proper diagnosis
7. While Dr Taylor's diagnosis was acne vulgaris



- a) Adrian's Granny was sure it was Lassa fever.
- b) people have to wait to be operated on for many years.
- c) neither Adrian nor his Granny were satisfied with it.
- d) private health treatment (BUPA, for example) is better.
- e) Adrian decided to join BUPA
- f) they examine their patients well
- g) Adrian's Granny decided to complain to the Medical Council.

### 2. Ask your classmates questions about their grandmothers' and grandfathers' living conditions. Then complete the chart below.

- *What benefits and privileges do your grandparents have?*
- *Do they have any problems?*

Grandparents	Living Conditions
Grandpa	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Grandma	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

## Assessment 1

### 3. Read and answer the questions relating them to the real life.

- *Can you imagine yourself in ten years' time?*
- *What will your professional career and your family life be like?*
- *What are your strong and weak points?*
- *What are your priorities now? Do you think they will change with time?*
- *What features do you appreciate in people in general?*
- *Do you think you have these features?*
- *What would you like to change in yourself?*
- *What is the greatest dream you have?*
- *Are you doing anything to make your dream come true?*



### 4. Read and generalize your ideas.

How does it feel to be young in the world which faces so many complicated and **perplexing** questions even grown-ups can't answer. If the grown-up world has some stability, the world of teenagers is, in most cases, full of doubts in themselves and their future. Establishing relations with other people - parents, teachers, friends-doesn't always come easy either. What may comfort you is that these problems aren't unique as most people pass through this difficult stage, too. Young people are usually quite **impressionable** and sensitive and tend to jump to conclusions as they don't often have enough experience and wisdom to **estimate** the situation and **foresee** all possible results of their behaviour. Naturally that may lead to certain problems and misunderstanding. What does the future hold for me? Am I going to be happy? Shall I find a good job? All these questions are of primary importance for you and your peers. Your future begins today and largely depends on what you are doing now.

### 5. Project. Team Work (Ss work together with their teacher)

Think of the elderly people of your community. Make a survey in order to find out their needs and wishes. Fill in the survey interviewing the elderly people. After defining the problems try to help them. Ask your school community and authorized organization for help. If necessary, make up posters inviting volunteers. Having finished the project, report about your activities.

### 6. Write a letter to your council/ community.

Imagine there isn't any space or condition for people to live.

Describe the causes of the problems and suggest solutions for help.

## Assessment 2

**1. IW. Complete the chart with the Internet information about charity activities with which you are familiar.**

Source: [www.worldwildlife.org](http://www.worldwildlife.org)  
[www.doctorswithoutborders.org](http://www.doctorswithoutborders.org)  
[www.unicef.org](http://www.unicef.org)

**Model:**

Kinds of Charity	Name of A Charity Organization	What they do	Who they help	
Care	<b>HAF-Heydar Aliyev Foundation</b>	_____	Poor people	_____
Care and Help	<b>DWB-Doctors Without Borders - An International Independent Humanitarian Organization</b>	_____	_____	_____
Care and Help	<b>IDEA-International Dialogue for Environmental Action (Azerbaijan)</b>	_____	_____	_____
Care and Help	<b>UNICEF-United Nations International Children's Emergency Fund</b>	_____	_____	_____

**2. IW. Sentence Correction. Add the missing words in the right places in these sentences.**

alcohol      the young      try out      suppose  
 teens      options      it's a pity      adults

There are real problems that make \_\_\_\_\_ and adults complain about. It's a fact that there are \_\_\_\_\_ who have already had an experience with \_\_\_\_\_ or drugs. \_\_\_\_\_ but there are \_\_\_\_\_ too who appear to be quite indifferent to what their children do. Some parents \_\_\_\_\_ that their children are old enough to decide what to do and so they let them do what they want. This makes many teenagers feel free and \_\_\_\_\_ all sorts of \_\_\_\_\_. Their choice is sometimes wrong and makes life hard.

## Progress Portfolio

### 1. Discuss the questions about today's teens in groups and give comments.

1. Do you agree that music, television and movies cross the boundaries?
2. Does a new generation appear on the world scene? Prove your opinion.
3. Do computers create a new kind of neighbourhood? Why?
4. Do teenagers like to be different?
5. Do teenagers make pro
5. What is Weblish? Why did it appear?

### 2. Give your opinion about the following ideas.

1. Young people tend to unite in groups or organizations because they enjoy being together.
2. Teenagers today join different clubs because they like to relax and discuss various things.
3. Wearing the same clothes, listening to the same music and sharing the same ideas make membership of such youth organizations or cultures more attractive, give young people a sense of belonging.
4. Youth cultures usually annoy adults and they have a good reason for that.
5. Some teens are volunteers for different activities.
6. Doing part-time jobs teaches teenagers to budget their time and be self-disciplined in order to be a success in life.
7. All young people should have some work experience. It can help them in the adult world and it can help them to decide what to do in the future.



### 3. Generalize different views and draw a conclusion on youth cultures.

#### Youth Cultures

- are formed in reaction to society's values  
\_\_\_\_\_
- help young people become independent of their families  
\_\_\_\_\_
- The values of a youth culture don't matter  
- just have to be different from those of the older generation.  
Are they good or bad?

### Multiple Choice

#### 1. Choose the correct variant.

Social service always tries to do its best \_\_\_\_ the old \_\_\_\_ .

- a) to grow up
- b) to cheer up
- c) to make visits
- d) to visit

#### 2. Choose the correct variant.

The Good Samaritans Group members go out into the community \_\_\_\_ .

- a) to help people
- b) to get health care
- c) to pay money
- d) to make membership

#### 3. Choose the incorrect variant.

- a) The adults have more experience than the young.
- b) Older people maybe a resource for children.
- c) Relationship between the old and the young isn't very important for a society.
- d) Focusing volunteer efforts on the young can improve young people's chances of success in life.

#### 4. Choose the correct variant.

\_\_\_\_\_ means to encourage the development of something desirable.

- a) to influence
- b) to respect
- c) to fulfill
- d) to foster

#### 5. Choose the correct variant.

We should always help the elderly... ?

- a) don't we
- b) should we
- c) shouldn't we
- d) didn't we

# UNIT 3. CUSTOMS AND CULTURES

## Lesson 1. Cultural Awareness

### What you'll learn:

**Vocabulary:** Dinner etiquettes/Customs of greeting

**Grammar:** Commands/Requests in Reported Speech

**Speaking:** Polite requests and apologizing in society, table manners

**Writing:** Culture Survey/How to develop Cultural Awareness

### WORD FILE

**awareness** [ə'weɪnəs] (*n*) knowledge or perception of a situation or fact

**cultural literacy** [kʌltʃ(ə)r(ə)l lɪ(ə)rəsi] (*n*) knowing about and respecting the culture of others

**customary** [kʌstəm(ə)rɪ] (*adj*) usual or traditional in a particular culture

**discourteous** [dɪs'kɔ:tɪəs] (*adj*) showing rudeness and a lack of consideration for other people. *It would be unkind and discourteous to decline a visit.*

**etiquette** [etɪ'ket] (*n*) the “rules” for polite behaviour in society or in a particular group

**punctuality** [pʌŋ(k)tʃʊ'ælɪtɪ] (*n*) the habit of being on time

**taboo** [tə'bu:] (*n*) not allowed because of very strong cultural or religious rules; ban prohibition, embargo, interdict

**unavoidable** [ʌnə'vɔɪdəb(ə)l] (*adj*) not able to be avoided, prevented, or ignored; inevitable.

**notify** ['nəʊtɪfaɪ] (*v*) inform (someone) of something, typically in a formal or official manner

**lasagna** [lə'zɑ:njə] (*n*) pasta in the form of wide strips

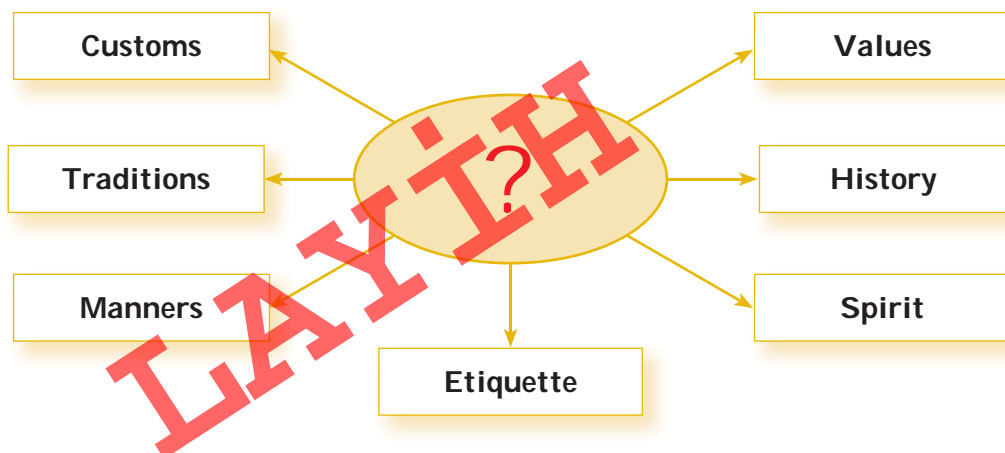
**permissible** [pə'mɪsɪb(ə)l] (*adj*) permitted; allowed

**take hold of** (*v*) start to have an effect

**confusion** [kən'fju:ʒ(ə)n] (*n*) uncertainty about what is happening, intended

## Listening / Speaking

1. **CW.** Speak on different cultures looking at the photos and complete the graphics/charts.





## Listening / Speaking

### Grammar Booster

#### Commands-Requests-Advice in Reported Speech

To report commands, requests, advice, warnings or suggestions, we use the verbs **tell, ask, beg, order, command, advise, forbid, warn, encourage**, etc. + (object)+full infinitive.

Direct Speech	Reported Speech
• <i>Read the text silently!</i> ", our teacher said to us.	• <i>Our teacher told us to read the text silently.</i>
• <i>"Could you keep the volume down, please?"</i> , George said to his neighbour.	• <i>George asked his neighbour to keep the volume down.</i>
• <i>"Don't talk while you have food in your mouth!"</i> , my mother said to my brother.	• <i>My mother told my brother not to talk while he had food in his mouth.</i>

#### 2. PW. Listen and act out the dialogue. Discuss the question and express your own ideas.

- *How do people usually apologize in your country?*

**George:** Hi, I'm your new neighbour, George Riviera. I live next door.

**Stephanie:** Oh, hi, I'm Stephanie Lee

**George:** So, you just moved in? Do you need any help?

**Stephanie:** Not right now. But thanks.

**George:** Well, let me know if you do. By the way, would you mind turning your stereo down? The walls are really thin, so the sound goes right through my apartment.

**Stephanie:** Oh, I'm sorry! I didn't realize that. I'll make sure to keep the volume down. Oh, by the way, is there a good Italian restaurant in the neighbourhood?

**George:** Yeah. There's a great one not far from our house. Try their **lasagna**. It's delicious!

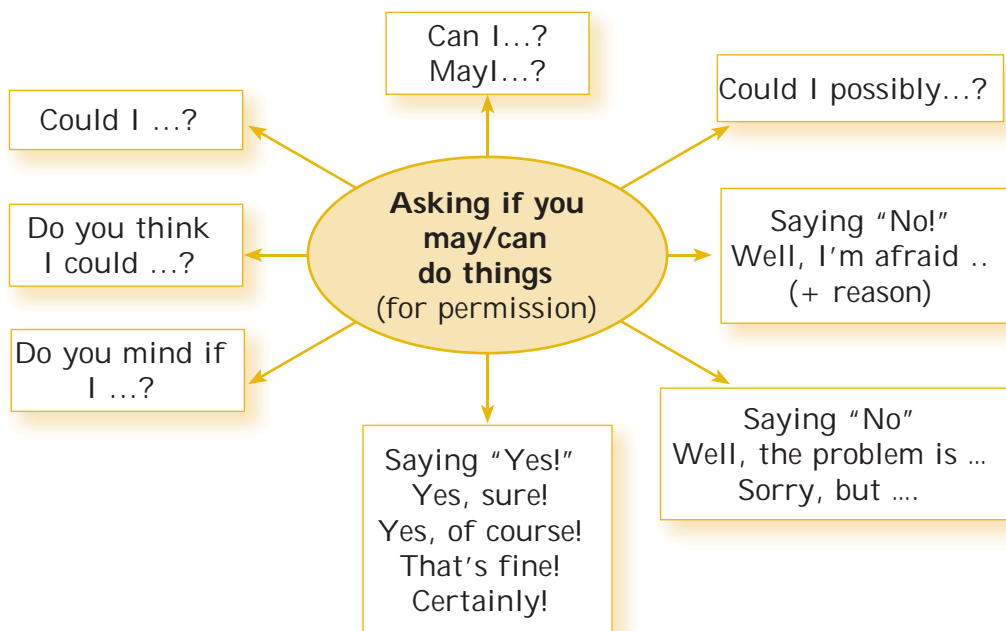
#### 3. PW/GW. Change the sentences into Indirect Speech.

1. "Follow the classroom rules!", said the teacher to her students.
2. "Don't lie to me", said Jane's sister.
3. "Wait for some minutes before beginning the meal!", said mother.
4. "Don't shout," said Jane to her brother.
5. "Try to help your friend," says Ilgar.
6. "Don't take other people's photos without permission," said the guide.
7. "Let's go for a walk!", says mother to her children.
8. "Don't wait for me, if I'm late", said Jane to me.
9. "Bring me a glass of water, please", she said to him.

## Listening/Speaking

### REMEMBER

- *Polite requests*
- *Asking if you can do things (asking for permission)*



People apologize in different ways. For example, if anyone complains about the noise from your stereo, you can:

**Apologize and give an excuse:** "I'm sorry. I didn't realize."

**Admit a mistake:** "I forgot I left it on."

**Make an offer:** "I'll turn it down right now."

**Make a promise:** "I'll make sure to keep the volume down."

4. **PW.** Complete the dialogues using polite requests given in the "Remember" box above and act them out.

1) **A:** Can I ask you to help me with this task, mum?

**B:** \_\_\_\_\_.

2) **A:** Why were you so late, Ann?

**B:** \_\_\_\_\_.

## Reading

1. **GW.** Read the paragraphs and define the reading style. Express your ideas about dinner party etiquette below.

- *Wait for some minutes before beginning the meal!*
- *Do not eat too fast!*
- *Do not talk while you have food in your mouth!*
- *Keep the mouth closed while you chew your food!*
- *Don't rest your hands or arms on the table **to push yourself up!***
- *If an accident happens at the table, apologize briefly to your hostess!*



### Formal Dinner Etiquette

■ It is very **discourteous** for a guest to be late. Arrive at least five minutes before the hour set for the dinner. If for some **unavoidable** reason you cannot arrive on time, make a call the hostess and explain the reason to her. **Etiquette** only requires that you wait for fifteen minutes before beginning the meal. If it has been impossible for you **to notify** her and she has started the meal, go to her, offer apologies and take your place at the table.

## Reading

### Seating

■ The hostess/the host lead the guests into the dining room. The host and the male guests follow. The hostess then tells her guests where to sit. She must always have the seating arrangement planned in advance in order to avoid **confusion** and delay. Each person stands casually behind his chair until the hostess starts to take her seat. The man helps his dinner partner to be seated and also helps move her chair as she rises. Each person moves to the left of the chair to be seated and also rises from the left.



### The Meal

■ At a small dinner party, do not start to eat until all guests are served. At a large dinner party, you may start to eat as soon as those near you have been served. Do not eat too fast. Do not talk while you have food in your mouth and keep the mouth closed while you chew your food. Elbows should not be put on the table when you are eating (however, between courses at a restaurant, if you cannot hear your companion, it is **permissible to lean forward** on you elbows). If silver is dropped on the floor, leave it there. If an accident happens at the table, apologize briefly to your hostess. The hostess continues to eat as long as her guests do. When all finish eating she rises from the table and the others follow.



### Departing

■ If you have no dinner partner, push your chair from the table by **taking hold of** each side of the seat of the chair. Don't rest your hands or arms on the table to push yourself up. It is not necessary to remain longer than thirty minutes after a dinner if the invitation does not include the entire evening. However, one should avoid appearing in a hurry to leave.

## 2. GW. Discussion. Comment on the events in the paragraphs relating to the etiquette and answer the questions.

- What are some good ways to teach children etiquette? Give examples.
- Do you know any differences in etiquette between your culture and others? Give examples.
- Why are table manners important in almost all cultures?
- How would people behave if there were no rules?

## Writing

### 1. GW. Answer the questions about dinner party etiquettes.

1. If the dinner party invitation is for 8:00, what time should guests arrive?
2. If a guest is going to be late, what should he or she do?
3. Who decides where guests should sit at the table?
4. What are the different roles of men and women at a dinner party?
5. When should a guest begin eating?
6. What should a guest do if a fork or a knife falls on the floor?
7. What should a guest do if he or she spills a drink on the table?
8. How long should the host or hostess continue eating?
9. What should a guest do when the host or hostess leaves the table?
10. How long should guests stay after dinner is over?

### 2. PW. Share your ideas about Azerbaijan table manners nowadays and in the past completing the table below.

FORMALITY	
It's polite to	...
It's impolite to	...
It's offensive to	...
It's customary to	...
It isn't customary to	...

### 3. GW. Change the sentences into Indirect Speech.

1. Suzie said, "If many people in a society value money, this will be reflected in the amount of attention that the society gives to it."
2. "Listen to this song," my mother said to us.
3. "Please, tell me the time," the man said to the boy.
4. Pawel says, "The values of a society form the basis of its rules or norms."
5. Ramon said, "Men usually shake hands when they greet each other."
6. "Ask permission to leave the table after a meal," said mother.
7. "Come to the party in time!" said Ann.
8. Rosy says, "Guests are the most valued in Azerbaijan."

### 4. IW. Make solutions on "Dinner party Etiquettes in our country"

## Writing

**5. GW. Find the behaviour that would be considered rude at a dinner party. Then write the correct behaviour.**

1. You arrive five to ten minutes after the hour set for the dinner.
2. You arrive late and dinner has started, so you take your seat as quickly as possible and start eating.
3. If you are a man, you enter the dining room after the women.
4. You take the seat at the table that your hostess has planned for you.
5. You start to eat as soon as the food is served to you so that it is still hot when you eat it.
6. If you are the hostess, you should leave the table as soon as you finish eating.
7. You leave immediately after the dinner is over.

**6. CW. Cross out the word or phrase that has a different meaning from the others.**

- |                 |             |             |
|-----------------|-------------|-------------|
| 1. offensive    | rude        | polite      |
| 2. customary    | taboo       | traditional |
| 3. impolite     | valuable    | rude        |
| 4. etiquette    | punctuality | manner      |
| 5. conservative | offensive   | impolite    |

**7. PW. Choose the incorrect sentences, make corrections and explain your answers.**

1. It isn't a bad table manner to eat soup without a spoon.
2. Speaking with a mouth full of food is a good sample of table manners.
3. Many people think that punctuality is very important.
4. Keep your mouth closed while you chew your food.
5. Never ask permission to leave the table after the meal.

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<b>Writing</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• answer the questions about the dinner party etiquette</li> <li>• share my ideas about Azerbaijan table manners</li> <li>• change the sentences into Indirect Speech</li> <li>• make solutions on "Dinner Party Etiquettes in our country"</li> <li>• write about the correct behaviour at party</li> <li>• find out different words</li> </ul>				

## Assessment 1

### 1. Complete each sentence with the correct word or phrase from the Vocabulary.

1. It's *taboo/impolite* to eat pork in some religions.
2. Many people believe that cultural *literacy/punctuality* is important and that being late is impolite.
3. In some cultures, it's *offensive/customary* to take pictures of people without permission, so few people do that.
4. Some people think that talking with a mouth full of food is an example of bad cultural *literacy/table manners*.
5. In some cultures, it's *customary /offensive* to name children after a living relative, and most people observe that tradition.
6. Each culture has rules of *cultural literacy/etiquette* that are important for visitors to that country to know.
7. In more conservative cultures, it's slightly *impolite/taboo* to call someone by his or her first name without being invited, but it isn't truly offensive.
8. The most successful global travellers today have developed their *punctuality/cultural literacy* so they are aware of differences in etiquette from culture to culture.

### 2. Summarize and think about how culture has changed since your grandparents were at your age. Complete the survey.

CULTURE SURVEY	
Table manners	
Musical tastes	
Relationship rules	
Clothing customs	
Rules about formal behavior	
Rules about punctuality	
Forms of address	
Male/Female roles in the home.	
Male/Female roles in the workplace	



## Assessment 1

### 3. Match the words with their definitions.

- |                |  |
|----------------|--|
| 1. punctuality | a) not allowed because of very strong cultural rules |
| 2. etiquette   | b) the habit of being on time                        |
| 3. taboo       | c) the rules for polite behaviour in the society     |

### 4. Answer the questions.

- What should guests do when the host/hostess leaves the table?  
\_\_\_\_\_
- What should guests do if they are late?  
\_\_\_\_\_

### 5. Change the sentences into Indirect/Direct Speech.

1. "Try to respect other people's ideas," said my granny.
2. "Always plan the seating arrangement in advance," said the man.
3. "Teach your children table manners," said my aunt to mother.
4. "Don't speak with your mouth full of food," said Joe's granny.
5. The doctor always tells her not to worry.
6. Tom's grandfather told him not to forget to brush his teeth.
7. "Speak a bit louder. I can't hear you.", said the man.
8. "Peter, could you close the door?", said the woman.
9. "Don't go near the river!", mother said to her little son.
10. Eric asked Sue to give him her phone number.

### 6. Role Play a conversation with a visitor to your country. Tell the visitor about your culture. While speaking use the phrases from the table.

- A:** It's a bad table manner to pick up a soup bowl and drink soup from it. You have to use a spoon.
- B:** It's not customary for a man to extend his hand to shake hands with a woman. He should wait for the woman to do that.

Agreement	Disagreement
I agree ...	I disagree ...
I think you are right ...	Actually, I don't agree, because ...
I think ...	I think ...
Really ...	Really?! ...

## Lesson 2. Customs Differ

### What you'll learn:

**Vocabulary:** Different customs and traditions

**Grammar:** It's polite to...

**Speaking:** Different customs and cultures

**Writing:** An essay on wedding culture

### WORD FILE

**acceptable** [ək'septəb(ə)l] (*adj*) able to be agreed on; suitable.

*The electoral arrangements must be **acceptable** to the people.*

**apparently** [ə'pərəntli] (*adv*) as far as one knows or can see

**attitude** [ə'tɪtju:d] (*n*) a settled way of thinking or feeling about something.

*He was questioned on his **attitude** to South Africa.*

**beverage** ['bev(ə)rɪdʒ] (*n*) a drink other than water

**claim** [kleɪm] (*v*) make a demand for (money) under the terms of an insurance policy

**counterpart** ['kaʊntəpɑ:t] (*n*) a person or thing that corresponds to or has the same function as another person

**eternity** [ɪ'tə:nɪti] (*n*) is time without an end or a state of existence outside time

**eventually** [ɪ'ventʃʊ(ə)li] (*adv*) in the end, especially after a long delay, dispute, or series of problems.

**fertility** [fə'tɪlɪti] (*n*) the quality of being fertile; productiveness

**inappropriate** [ˌɪnə'prəʊpriət] (*adj*) not suitable or proper in the circumstances. *It would be **inappropriate** for me to comment.*

**lick** [lɪk] (*v*) pass the tongue over (something) in order to taste, moisten, or clean it. *He **licked** the stamp and stuck it on the envelope.*

**trend** [trend] (*n*) a general direction in which something is developing or changing. *An upward **trend** in sales and profit margins.*

**split** [splɪt] (*v*) break or cause to break forcibly into parts, especially into halves or along the grain. *The ice cracked and **split**.*

## Listening/Speaking

1. **PW.** Listen to the following generalizations and talk about different customs and traditions in Azerbaijan and in different countries.



### Model:

Some traditions and customs such as weddings, birthdays and Graduations are fairly similar from country to country. Candles, cakes, balloons, birthday and wedding wishes are for good luck. Some customs are quite different in many countries.

**For example:** In Vietnam - Everyone celebrates their birthdays on New Year's Day, or **Tet** as it is known in Vietnam. The Vietnamese do not acknowledge the exact day they were born. Babies are considered to be one year old on Tet no matter when they were born. On the first morning of Tet, adults congratulate children on becoming a year older by presenting them red envelopes that contain "**Lucky Money**", or "**li xi**".

## Listening/Speaking

### 2. PW. Complete the dialogue and act it out.

I: So what kind of things would a visitor to Thailand need to know about? Are there any social customs that are very different from a European country?

N: \_\_\_\_\_.

I: How is that?

N: \_\_\_\_\_.

I: What, even in a formal situation?

N: \_\_\_\_\_.

I: Oh, you mean it's the same for men and women?

N: \_\_\_\_\_.

I: A "wai"? And what is that exactly?

N: \_\_\_\_\_.

I: I see. And are there any things that you find different in public places? Is it true that it's not acceptable for a young couple to hold hands in public?

N: \_\_\_\_\_.

I: And what other traditions?

N: \_\_\_\_\_.

I: Right. So if anyone invites you to their home, is there anything you should know about how to behave?

N: \_\_\_\_\_.

I: Do you have to do it?

N: \_\_\_\_\_.

I: Right! Okay! Anything else, any other "dos", and "don'ts"?

N: \_\_\_\_\_.

I: That is very good! Well, thank you very much for your help. I'll try to remember everything you've just told me. Thanks a lot!

N: \_\_\_\_\_.

### 3. GW. Listen and give comments on "Social Customs TIPS" and create a paragraph on "Social Customs TIPS in Azerbaijan".

In Great Britain \_\_\_\_\_

- If you want to ask someone a question in the street, you should say "Excuse me!" to attract their attention.
- When talking to British people you shouldn't ask very personal questions (like "*How much do you earn?*") as some people might think this is rude.

## Reading

### 1. PW. Read and comment on the text.

A night out in Tokyo is much the same as a night out in Milan these days, according to a survey about socializing, conducted amongst 16 to 34-years-old around the world. Whether you live in Korea or Canada, Italy or Ireland, a typical night out is spent eating burgers, seeing American films or listening to English-language music in clubs and bars.

Individual differences do survive - the ballet is still particularly popular amongst Russians, while more Japanese favour an evening of Karaoke, but American culture is everywhere.

Differences in the social behaviour are also disappearing. A couple should split the bill when they go out together. For most young people these were the biggest differences between their own generation and their parents.



However, the vast majority of the young people interviewed said that parents are still stricter with daughters than sons about places where they go and who they go with. Overall, only 10 per cent thought that parents treat their sons and daughters equally, and almost no one thought parents were stricter with their sons. In most countries, it was also

agreed that such rules tend to be stricter outside the big cities. Important national differences did appear. However, when it came to time-keeping. In the Far East and in Eastern Europe a night out starts - and finishes - much earlier: seven o'clock was the average time given for meeting up with friends. For many Southern Europeans and South Americans, on the other hand, an evening out doesn't even start until ten or eleven o'clock, by which time many of their Korean and Japanese counterparts are safely at home in bed!

Parents' rules reflect this. Most Japanese parents expect their teenagers home by ten o'clock or even earlier, whereas in Europe it is more likely to be eleven or twelve o'clock. It is apparently quite normal for 15 and 16- years-old to stay out all night. Perhaps this is because their parents have less to worry about."

\***youngster** - a child, a young person



## Reading

### REMEMBER

The following generalizations about Thai culture come from the travel guide. Notice how we use **"It"** to introduce generalizations.

*Model:*

- *It is important to take your shoes off!*
- *It is not usual to shake hands.*
- *It is not acceptable for couples to kiss in public.*

### 2. GW. Find some more information about customs and traditions in different countries and prepare a presentation looking through the "Remember" box.

### REMEMBER

- *In Azerbaijan* it is acceptable to wait for all family members to dinner table. Dinner starts with the words **"Bismillahi"** which means **"in the name of God"** and finishes with thanks to God-*"Shukur Allaha"*. **As in all customs Azerbaijanis also say "Nush olsun,"(Bonn appetit) before starting to eat.**
- *In Great Britain and in most countries* it is polite to ask permission to leave the table after a meal especially in the case of children.
- In many countries it's important not to point at people with your finger.
- *In Mongolia* it's polite **to lick** the bowl from which you've eaten.
- *The French* think it is impolite not to carry on a conversation at the dinner table.
- *The Japanese* think it is impolite to talk very much at meal times. So do Chinese people.
- *In many Asian countries* it is important not to eat with your left hand.
- *In Japan* it's important that you don't wear shoes indoors.



### 3. Complete the following sentences according to the text.

1. A couple should split ... .
2. The ballet is still popular ... .
3. In social behaviour of the two ... .
4. For many southern countries ... doesn't even start ... .
5. It is impolite to talk very much ... .
6. It is important in many Asian countries not ... .
7. It is polite to lick the bowl ... .

## Reading

4. **PW./GW.** Read the conversation about “Culture in my country” and create an interview on “Culture and customs in Azerbaijan” using the model.

**Model:**

- *It is important ...*
- *It is acceptable...*
- *It is normal ...*
- *It is not acceptable ...*
- *It is common ...*
- *It is polite...*

### Culture in My Country

**Solmaz:** Azerbaijan is a country that serves national traditions sacred. We always respect our grandparents and they are always the head of the family. Guests are always the most valued for our people and we serve everything: the best room, the best food and warm welcoming. It is customary to do our best for our guests. At the dinner table if we have guests, they should first start to taste anything. Azerbaijani people have wise proverbs about hospitality: “A house without a guest is like a mill without water.” “The food for a guest comes before the guest himself/herself arrives.” Our people are very hospitable. (Azerbaijan)

**Rosy:** In Peru, if you visit your friends, you never arrive on time. No one arrives on time. It's perfectly okay to arrive an hour late, nobody cares—it's expected! If you really want people to be punctual, you have to say “hora inglesa” which means “English time”! (Peru)

**Pawel:** Men usually shake hands when they greet each other, not only for the first time they meet, or if they haven't seen each other for a long time, like people do in England, but every day. When a man enters a room, it's quite common to shake hands with all the other men in the room. (Russia)

**Ramon:** People have a different life in Italy. They don't have a big breakfast in the mornings. The Italians have an old custom to have a rest and sleep after lunch. They call this time “**siesta**”. The siesta- is a short nap taken after the midday meal. It is not only the traditional daytime sleep of Spain, but is also common in many countries. The main reasons of siesta- unbearable high temperature and a big mid-day meal make it welcome at home. (Spain)

**Lee Kuan:** When you go out here, people expect you to dress smartly. The way you dress is important. Your clothes can't be dirty or old. And it's important to be fashionable, especially for women, with nice make-up and jewellery. (Singapore)



## Reading

**5. GW.** Complete the chart according to task 4 on page 101.

Questions	Answers
What things are the same for our culture?	
What things are different from our culture?	
In which country is it normal to go out late?	
In which country do people go home till 11?	
What things are new for you?	

### REMEMBER

**Mrs**-is a title used before a surname or full name of a married female/woman

**Miss** means "unmarried" woman

**Ms**-means "woman" and **Ms** is not an abbreviation

**Ms** can be used for a woman, regardless of her marital status

**6. PW.** Choose adjectives from the box to make true sentences about your country, starting with "It's". **Model:** It's important to treat old people with respect.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. acceptable</li> <li>2. not acceptable</li> <li>3. important</li> <li>4. not important</li> <li>5. Okay</li> <li>6. normal</li> <li>7. not normal</li> <li>8. respectful</li> <li>9. rude</li> <li>10. polite</li> <li>11. not usual</li> </ol> | <ol style="list-style-type: none"> <li>a) couples hold hands in public places</li> <li>b) stand up when older people come in</li> <li>c) serve food in large bowls in the middle of the table</li> <li>d) men bow to women</li> <li>e) say rude things about the royalty</li> <li>f) strangers call you by your first name</li> <li>g) keep your shoes on in people's houses</li> <li>h) treat old people with respect</li> <li>i) friends shake hands when they meet</li> <li>j) give a seat to older people on a bus</li> <li>k) use "Mr" and "Mrs" when you address people</li> </ol> |
|--|--|

## Writing

### 1. **GW.** Find and correct punctuation mistakes and write answers the following questions.

- *What is culture for you?*
- *What's the difference between culture and value?*

#### The Influence of Culture and Values

Culture (*everything that humans are socialized to do think use and make*)

is a very powerful force in our lives it determines many of the experiences we have and the meanings we give to them but what exactly is culture to the sociologist culture is everything that we are socialized to do, think use and make much of what humans think and do is learned from the society (a collection of individuals sharing a common culture

and living in the same geographical territory) they live in because humans live in groups and communicate with each other they pass on what they know and believe their children and each other they pass on-for example ideas about what they believe is important or not in life-what they see as normal and abnormal behaviour and what they believe to be right and wrong all these ideas form the culture of the particular society they live in, and guide the behaviour of the members of that society values are socially shared ideas about what we consider to be good, desirable or important in life we show what we value by how we live our lives the values of society form the basis of its rules or norm



### 2. **GW.** Complete the table on the customs/traditions according to task 2 page 100. Add your ideas comparing them.

Countries	Azerbaijan	USA	Britain	other
Customs/Traditions				
It is not a good manner to talk too much at meal times				
It is polite to ask permission to leave the table after a meal				
It is important not to eat with your left hand.				

### 3. **IW.** Write an essay on proverbs/sayings below: "Everyone has a culture-Everyone is different."

## Writing

### 4. PW. Answer the questions and write.

1. Is a night out in Japan, Russia and Azerbaijan the same? If not, what's the difference?
2. What can you say about differences in social behaviour of the young in foreign countries and Azerbaijan?
3. What is the difference of splitting the bill when going out now and in the past?
4. Why are the rules of a night out still stricter with daughters than sons?
5. How's the evening out in different countries?

### 5. IW. Write about social behaviour, values, customs and traditions in our country and use the words from Useful Language box.

## Useful Language

How to behave in public

The way people dress

Greeting people

It is not acceptable

Activities people do when they go out

Addressing people

Typical times for going out

It's polite/common to

People should/shouldn't

People tend to

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<b>1. Listening and Speaking</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• <i>listen to the following generalizations and talk about different customs</i></li> <li>• <i>listen to the questions, answer and give comments on the tips</i></li> <li>• <i>play a role sharing his/her ideas on the customs and traditions</i></li> <li>• <i>create a plan on culture</i></li> </ul>				
<b>2. Reading</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• <i>read the text and interpret the content of it</i></li> <li>• <i>give comments on the events</i></li> <li>• <i>complete the sentences according to the text</i></li> <li>• <i>read the teens' ideas and express my ideas</i></li> <li>• <i>answer the questions</i></li> <li>• <i>find the mistakes and correct them</i></li> </ul>				

## Assessment 1

### 1. Change the sentences into Indirect Speech.

1. "Don't wear dirty clothes," said my grandmother to me.
2. "Stand up when older people come in," said our teacher to us.
3. "Value how we live our lives," said my grandfather.
4. "Do, think, use and make, to socialize" said the sociologist to the teens.
5. "Don't talk too much at meal times," mother told her son.
6. "Share your ideas with your friends about our culture and customs," said the teacher to her students.

### 2. Respond to each question. Use another piece of paper if you need more space.

- *What is considered polite/impolite/rude in your family?*
- *What manners have you been taught? (table manners greeting people, behaviour toward guests, how to thank for meal, etc.)*
- *What do you wear on special occasions?*
- *What days are celebrated in your family?*
- *How often do you see your extended family?*
- *What national values are the most important for you?*

### 3. Create a plan using these questions.

1. What/How do you prefer to be called by your family?\_\_\_\_\_
2. What do you like to be called by your friends and teachers?\_\_\_\_
3. What do you like to be called by your classmates or teachers?\_\_\_\_

### 4. Choose the logically correct variant.

1. It is bad ...  
A) To support friends in a difficult situation    B) to respect the old  
C) to be frank with others    D) to interrupt somebody while speaking
2. It is good ...  
A) To argue with people very often    B) to treat children kindly  
C) to cause problems or difficulties    D) to hurt people
3. It is wise ...  
1. To trouble others    2. to respect people    3. to be frank with others  
4. to protect nature    5. To be late for lessons    6. To be impolite  
A)1,3,5    B)4,5,6    C)1,2,3    D)2,3,4
4. Which piece of advice is good?  
1. Don't support your family!    2. Try to be polite!  
3. Never follow your parents' advice.    4. Always keep your promise!  
5. Always respect children and old people!

## Assessment 2

### 1. Discuss in pairs what you would say in the following situations.

- A.** Someone tells you that a friend has broken his leg and is at home on his own all day. What would you say?
- I'll phone him next week.
  - I'll send him a card.
  - I'll go and see him.
- B.** A colleague is complaining that he/she hasn't got any money to buy lunch. What would you say?
- I'll buy you lunch.
  - I'll lend you some money if you want.
  - I'll share my sandwiches with you
- C.** A friend phones up to say he/she is stuck with his/her English homework.
- What would you say?
- I'll come round and help you.
  - I'll do it for you if you want.
  - I'll meet you later when you've finished it.
- D.** You are round at a friend's house for dinner. Nobody seems to be enjoying themselves. What would you say?
- I'll put some music on.
  - I think I'll go now.

### 2. Find and correct the punctuation and spelling mistakes.

In many european countries it is a custom to give multiple kisses when you great someone but it pays to be careful, because the customs vary. In spain austria and scandivaia, two kisses in the custom. in the Netherlands it is three in france, it depends where you are- in paris, four kisses is the norm in brittary it is three, and in other parts it is two in belgium it can be very tricky it is one kiss for some-one your own age and three for someone at least ten years older

a kiss on both cheeks is a traditional greeting between arabic men, and middle eastren heads of state are often see kissing and embracing each other on tv news bulletins

in the middle ages, **knights**\* kissed before doing battle, just as boxers touch gloves today before they begin the fight

the practice of putting an X at the bottom of a personal letter came from the middle ages. people who could not read or write would draw an X instead of writting their names on contracts they will then kiss the contract to show they were sincere **eventually** the X came to be a sign for a kiss.



\***knight** - (in the Middle Ages) a man who served his sovereign or lord as a mounted soldier in armour.

## Assessment 2

### 3. Respond to each question. Use another piece of paper if you need more space.

- *How do people greet one another when they meet for the first time?*
- *How do they greet each other when they already know one another?*
- *Are greeting customs different for men and women/ How?*
- *When and how do you address people formally/informally?*
- *What are some "do"s and "don't"s for table manners?*
- *Are certain foods or beverages taboo?*
- *What are some taboo conversation topics?*
- *What are the customs about punctuality?*
- *What is a customary gift if you are at someone's home?*
- *Are there any gift taboos (kinds of flowers, etc.)*
- *Are there places where certain clothes would be **inappropriate**?*
- *Is there an important aspect of your culture that's not on this list?*

### 4. Match the correct response to each statement or question.

1. Nice to meet you! \_\_\_\_\_
2. What is a custom here? \_\_\_\_
3. How would you like to be called? \_\_\_\_
4. Are most people on a first-name basis? \_\_\_\_
5. Nice to meet you, Mr. Hanson. \_\_\_\_\_

- a) *Not really. People tend to be more formal here.*
- b) *Please call me by my nickname.*
- c) *Nice to meet you, too.*
- d) *No need to be so formal.*
- e) *Please call me Robert.*

### 5. Find the mistakes and correct them according to task 2 on page 100.

1. In most countries it's polite to point at people with your finger.
2. In Japan it's polite to lick the bowl from which you've eaten.
3. The Chinese think it is impolite not to carry on a conversation at the dinner table.
4. The Japanese think it is not bad to talk at meal times.
5. In France it's important that you don't wear shoes indoors.

## Lesson 3. What Ticks You Off?

### What you'll learn:

**Vocabulary:** Not acceptable behaviour

**Grammar:** Linkers (Revision)

**Speaking:** Complaining of bad manners/Changing manners

**Writing:** Making a survey: "What Ticks You Off?"

### WORD FILE

**courtesy** ['kə:tisi] (*n*) the showing of politeness in one's attitude and behaviour towards others. *He treated the players with **courtesy** and good humour.*

**fine** [faɪn] (*n*) 1. penalty, surcharge  
2. very small particles found in mining, milling, etc.; petty, small

**honeymoon** ['hʌnɪmu:n] (*n*) a holiday spent together by a newly married couple. *They flew to the West Indies on **honeymoon**.*

**inconsiderate** [ɪnkən'sɪd(ə)rət] (*adj*) thoughtlessly causing hurt or inconvenience to others.

*It's **inconsiderate** of her to go away without telling us.*

**irritate** ['ɪrɪtət] (*v*) make someone annoyed or a little angry.

*His tone **irritated** us.*

**linker** [lɪŋkə] (*n*) a thing that links other things, in particular

**moderately** [mɒd(ə)rətli] (*adj*) to a certain extent; quite; fairly.

*The event was **moderately** successful.*

**peeve** [pi:v] (*v*) make (someone) rather annoyed; irritate.

*He was **peevied** at being excluded from the meeting.*

**pointless** [pɔɪntləs] (*n*) having little or no sense, use, or purpose.

*Speculating like this is a **pointless** exercise.*

**public conduct** [pʌblɪk kən'dʌkt] (*n*) behavior in public places

**rigid** [rɪdʒɪd] (*adj*) unable to bend or be forced out of shape; not flexible.

*A seat of **rigid** orange plastic.*

**self-socialization** [səʊʃ(ə)l'aɪ'zeɪʃ(ə)n] (*n*) the activity of mixing socially with others, communication skills.

**spit** [spɪt] (*v*) eject saliva forcibly from one's mouth, sometimes as a gesture of contempt or anger. *Todd **spat** in Hugh's face.*

**tick off** [tɪk ɒf] (*v*) mark an item in a list with a tick to show that it has been dealt with. *I **ticked** several items off my "to do" list".*

**unhygienic** [ʌnh'aɪ'dʒi:nɪk] (*adj*) not clean or sanitary.

*Damp, **unhygienic** accommodation.*

**virtually** [vɜ:tʃʊəli] (*adv*) actually, in fact, de facto, nearly; almost.



## Listening/Speaking

### 1. PW. Listen and discuss answering the questions.

Young people all over the world were given the questionnaire.

1. *How should people conduct in public places?*
2. *Does this behaviour tick you off?*
3. *What is acceptable/ not acceptable for people in public?*



#### Model:

Here is something that gets on my nerves. I hate it when people use their cell phones in public places. They annoy other people, not only on trains and buses but also in theatres. They should have the **courtesy** to either turn their phones off or to leave them at home. It really makes me angry. I guess it's kind of my pet **peeve**.

*Vugar*

I've never understood **bullying**\*. Why do some people make the life of another person so miserable? Why do some people think they have the right to punch and kick someone they think is weaker than them? I was bullied when I was a child. I didn't feel safe during the breaks. But thanks to my school teachers they stopped bullying and were punished. My parents also helped me to stand for myself and be more confident.

*Tom*

\***bullying** - using superior strength or influence to intimidate (someone), typically to force them to do something

## Listening / Speaking

### 2. PW. Listen to the interview and share your ideas on public conduct.

#### What ticks you off?

I don't like it when people are late for school.

I think punctuality is very important for everybody. As the greatest English playwright and poet William Shakespeare said:

*"Better three hours too soon than a minute too late".*

*"Better late than never!"*

*Don't smoke! Don't litter!*



**Wendy Kwon, 16**

**Chicago, USA**

What ticks me off? Well, I can't understand why people litter. Who do they think is going to clean up after them? Either they should throw their garbage in a trash can or hold on to it till they find one. I think it's great that people have to pay a fine for littering. Maybe they'll think twice before doing it again.

**Yuan Yong Jing, 17**

**Beijing, China**

It really **bugs** me when people spit on the street. It is not only disgusting, but it's also **unhygienic**. It's important to think about other people's feelings and public health.

**Dana Fraser, 18**

**Toronto, Canada**

Do you know what gets on my nerves? Smoking. It's such an **inconsiderate** habit. Secondhand cigarette smoke is neither good for you nor pleasant to be around. I'd like to see smoking banned from more public places. All non-smokers have rights, too.

## Reading

### 3. PW. Read and choose the best linkers in the composition about mobile phones. Then give the best title to it.

Many people have mixed feelings about the use of mobile phones in public places like restaurants, and cinemas. *Whereas/However* they were almost unknown twenty years ago, these days they are part of every-one's life, and the world would now feel strange without them. One of the strongest arguments in favour of



banning mobile phones is the annoyance they cause other people. *Although/Despite* people are always asked to turn off their mobile phones when they go to the cinema, you can be sure that the film you are watching will be interrupted by the sound of at least five ringing tones! *Therefore/What* is more many people insist on continuing their conversation, *in spite of/even though* hundreds of people can hear them! *For this reason/Besides* many people would welcome a ban on mobile phones in places where they might **irritate** other people. *On the other hand/Although* there are a number of arguments against such a ban. It is really difficult to stop people bringing their mobile phones into public places, and *however/therefore* it would be **virtually** impossible to enforce any ban.

Some people would see this as an **infringement\*** of their rights, *even though /while* other people would say they need them in case of an emergency. And *despite /besides* being asked to turn their mobile phones off, some people insist on leaving them on, or simply beat to silence them. Perhaps the most important point is that, *although/in spite of* all the disadvantages, many people these days simply feel that they can't live without their mobiles.

It seems to me that a ban on mobile phones would be **pointless**. People will always find a way round any ban. *Nevertheless/Although*, people should be discouraged from using them in places like cafes, buses, trains, unless it is absolutely necessary. People should be made aware that it's a very bad manner to use them at certain times. *However/Furthermore*, there will always be someone who thinks their call is much more important than other people's peace and quiet!

### 2. PW. Match the words with their definitions.

\***infringement** - the action of breaking the terms of a law, agreement, etc.; violation. Copyright infringement.

## Reading

1. **GW.** Read the article about punctuality. Then check *True, False or No information(NI)* according to the article.

### Right On Time



Everyone knows that different cultures have different ideas about punctuality. But one country-Ecuador-is trying something new. "Citizen Participation" in Ecuador has found that being late costs the country about \$724 million each year. They report that more than

half of all public events, as well as many government appointments and social activities, begin late. The group is trying to make people aware of punctuality and is reminding them to be on time. The government, including the Ecuadorian president, is supporting the effort.

Hundreds of Ecuadorian organizations and companies have signed agreements to be on time. Posters have been put up that remind people: 'if you're late, someone else is waiting.'. One newspaper prints a list of government officials who arrive at events late.

The Campaign has generally been well-received by the Ecuadorian people, and it seems to be working. A lot of business people have reported that more meetings are now beginning on time.

1. The country of Ecuador made more money because people were often late.
2. Citizen Participation doesn't think punctuality is very important.
3. The government of Ecuador wants people to be on time.
4. Signs and posters have been made to remind people to be punctual
5. Punctuality is more important now in Ecuador than in most other countries.

### 2. Complete the expressions with your own ideas.

1. We should all improve our manners ...
2. The high-tech lives of people have had a big effect on the society ...
3. Bad behaviour has become typical in our hurried world, and ...
4. People can do a lot of things about it, ...
5. Many people think that modern technology is making them ruder ...
6. People are more stressed now than a few years ago ...
7. Today manners and behaviour have become typical in our world,...

True False NI

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Writing

### 2. PW. Match the words with their definitions.

1. peeve	a. behavior in public places
2. courtesy	b. the activity of mixing socially with others, communication skills.
3. fine	c. penalty
4. self-socialization	d. rather annoyed
5. honeymoon	e. the showing of politeness in one's attitude
6. infringement	f. a holiday spent together by a newly married couple
7. public conduct	g. the action of breaking the terms of a law

### 2. IW. Make posters/solutions on "Let's be well-behaved!"

### 3. IW. Correct the punctuation and spelling mistakes and write.

being polite neat and family — oriented are characteristics of the well-socialized american socialization (the process of learning what to expect and how to behave in the society (the individual lives in) is the process of learning how to behave in the society we live for societies to exist there must be some organized way of teaching the members what is expected of them and how they are to behave through socialization, the infant develops into a person like one of those described above every society tries to socialize its members the task is performed by several groups and institutions (called socializing agents) the family, the school and the peer group (that is people of the same age) are the most socializing agents of these the family is the most especially during the first few years of life a review of various studies of families has concluded that warm, supportive moderately strict family environments usually produce happy and well-behaved children and that cold rigid and overly strict families tend to cause youngsters to become rebellious and insecure

### 4. PW. Make a survey/ a presentation on "What ticks you off?" and ask your classmates what ticks them off.

*One student is "on the street as an interviewer" and asks the other students about what gets on their nerves.*

I can't understand why....	
What really ticks me off is....	
Do you know what really bugs me?	
I'll tell you what really gets on my nerves... .	

## Writing

### 3. **GW.** Give your comments on the following statements and write.

1. I think people have to pay a fine for littering.
2. It really bugs me when people spit on the street.
3. Smoking is such an inconsiderate habit.
4. Spitting on the street is unhygienic.
5. I hate people who laugh and speak loudly in public places.
6. I think students shouldn't be late for classes.

Self-Assessment	Level Reached			
Description of Achievement	Perfect	Good	Fair	Poor
<b>1. Listening and Speaking</b> <b>I can listen:</b> <ul style="list-style-type: none"> <li>• to the questions and answer them</li> <li>• to the interview and understand the main idea</li> <li>• to the complaints and share my ideas</li> <li>• give comments on the following statements</li> <li>• make generalization and express my ideas</li> <li>• take part in discussions on public behaviour</li> </ul>				
<b>2. Reading</b> <b>I can read and :</b> <ul style="list-style-type: none"> <li>• understand the content of the article/ the composition</li> <li>• choose the best linkers in the composition</li> <li>• share my own ideas about punctuality</li> <li>• express my ideas giving reasons on punctuality</li> <li>• find True/False statements</li> <li>• make survey asking questions my classmates</li> </ul>				
<b>3. Writing</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• make a survey on the question "What ticks you off?"</li> <li>• add the linkers to the correct group in the table</li> <li>• match the words with their definitions</li> <li>• read the paragraphs and correct the mistakes</li> <li>• make a presentation on the questions</li> <li>• make posters on "Let's be well-behaved"</li> </ul>				



### Multiple Choice

**1. Choose the correct variant.**

1. Spitting on the street isn't only disgusting, but also \_\_\_\_

- a) unhygienic
- b) polite
- c) appropriate
- d) acceptable

2. Better late \_\_\_\_ .

- a) than usual
- b) than never
- c) too late
- d) as well as

3. It is really \_\_\_\_ people bringing their mobile phones into public places.

- a) difficult stop
- b) appropriate begin
- c) difficult to stop
- d) necessary ban

4. \_\_\_\_ means behaviour in public places.

- a) courtesy
- b) public conduct
- c) society
- d) institution

5. \_\_\_\_ means not clean or sanitary.

- a) rebellious
- b) supportive
- c) unhygienic
- d) fresh

**6. Choose the correct question.**

- a) *What kind of behaviour ticks me off?*
- b) *What really tick you off?*
- c) *What really bug you?*
- d) *What get your nerves on?*



## Progress Portfolio

### 1. Complete the table answering the question:

How important is punctuality to you for each of the following events?

Ideas	very important	important	not important	why?
<i>Work or school</i>				
<i>Dinner at a friend's house</i>				
<i>Doctor's appointment</i>				
<i>A movie</i>				
<i>other</i>				

### 2. Find the definition of the words below.

annoyance  
moderately  
infringement  
peeve  
irritate

courtesy  
fairly  
rigid  
a ban  
pointless

### 4. Think of polite requests and punctuality, make posters looking through the model.

#### **Model:**

- **Never spit on the street!**
- **Don't be late for school!**

### 3. Change the sentences into Passive and write.

1. People shouldn't use mobile phones on buses or trains.
2. They throw rice at the bride and the groom at western weddings.
3. Adults congratulate children on becoming a year older by presenting them red envelopes on the first morning of Tet.
4. The teacher has taught us social customs in Thailand today.
5. Drivers shouldn't use mobile phones while driving cars.
6. One American train company, Amtrak, has banned mobile phones in one carriage of some trains, which is called a "Quiet Car".

## Progress Portfolio

### 5. Fill in the gaps with the words from the box.

a) I mean    b) definitely    c) whether    d) as far as    e) I think  
f) but    g) really (2)    h) if    i) I know    j) I am not sure

I (1) \_\_\_\_agree that drivers shouldn't use any kind of a mobile phone when they are driving. (2) \_\_\_\_- you can't (3)\_\_\_\_ concentrate on the road (4) \_\_\_\_ you are having a telephone conversation on the road at the same time. A hands-free mobile might be OK, - (5) \_\_\_\_\_. (6)\_\_\_\_ that some people try to read text-messages or even write them while they're driving. I think that's crazy. I mean it's (7) \_\_\_\_dangerous because they stop looking at the road and look at their mobiles.

**Tim**

(8)\_\_\_\_ you should move away from other people when you're talking on a mobile. It's a good manner. And you shouldn't play noisy games or talk really loudly if you're on a bus or a train or somewhere where there are lots of people nearby. It doesn't really bother me, (9)\_\_\_\_some people find it very annoying. (10)\_\_\_\_ I know, you mustn't use a mobile at all in a car, (11)\_\_\_\_\_you're moving or not, even for text messages- it's against the law.

**Rosy**

### 6. Write your own questions about culture and manners and ask each other.

**STUDENT QUESTIONS** (*Do not show these to student B*)

*Sample:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 7. Unjumble the words in the sentences and write the main idea of it.

You can't beat a good wedding. I love going to weddings. It's excuse up best good dress your a to in clothes, meet lots and family of party a have and friends. Let's not forget, in the the most lives important it's day also of the happy couple. The whole day is happy. I like church weddings the best. and sound the of I the love bells the organ playing "Here comes the bride". Everyone and wedding everything looks great at a. The best bit is at the end, bride the when vows their make groom and and then say, "I do". I want my wedding day to be the best ever. friends I at want my all wedding my reception and I want the best man to make a funny speech. And then it's off somewhere for honeymoon to exotic my.

# UNIT 4. MONEY AND BENEFITS

## Lesson 1. Money Benefits

### What you'll learn:

**Vocabulary:** Money Matters

**Grammar:** Numbers

**Speaking:** Talk about your money spending habits

**Writing:** Make a booklet/poster on "Spending Money"

### WORD FILE

**add up** [æd ʌp] (v) increase in amount, number, or degree.

*Watch those air miles **add up**!*

**cellulose** [seljʊləʊz] (n) an insoluble substance which is the main constituent of plant cell walls and of vegetable fibres such as cotton. It is a polysaccharide consisting of chains of glucose monomers.

**charge for** [tʃɑ:dʒ fɔ:] to send the bill to a person or organization for payment

**durable** ['djʊərəb(ə)l] (adj) something that is durable is strong and lasts a long time without breaking or becoming weaker.

**impulse** ['ɪmpʌls] (n) a sudden strong and unreflective urge or desire to act.

*I had an almost irresistible **impulse** to giggle.*

**indulgence** [ɪn'dʌldʒəns] the state or attitude of being indulgent or tolerant

*She regarded his affairs with a casual, slightly amused **indulgence**.*

**keep track** [ki:p træk] keep (or fail to keep) fully aware of or informed about. *She had lost all **track** of time and had fallen asleep.*

**quotient** [kwəʊʃ(ə)nt] a result obtained by dividing one quantity by another.

**savings account** ['seɪ.vɪŋ ə'kaʊnt] a deposit account.

**swap** [swɒp] take part in an exchange of.

*We **swapped** phone numbers.*

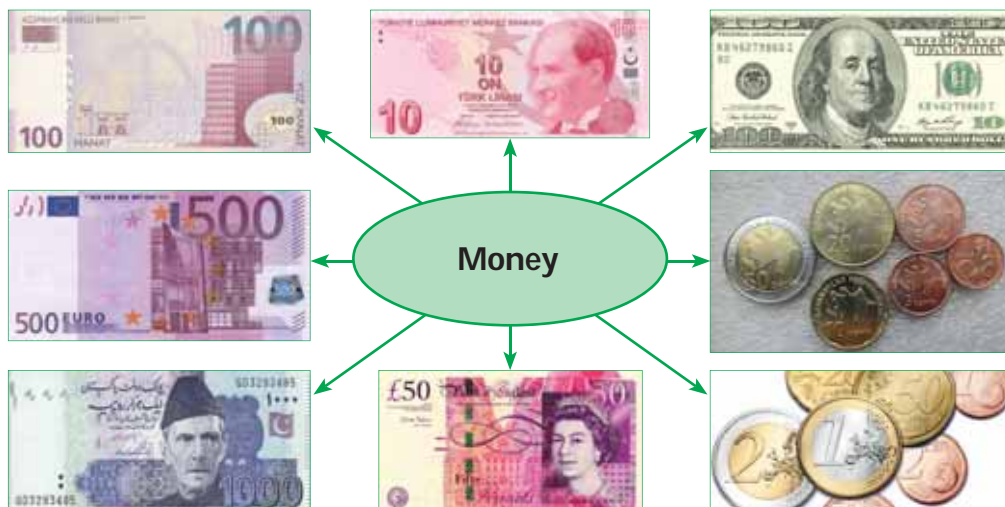
*I'd **swap** places with you any day.*

*I was wondering if you'd like to **swap** with me.*

**wrinkle** ['rɪŋkl] a slight live or fold in something, especially fabric or the skin of the face; crease

## Listening/Speaking

**1. PW.** Talk about the pictures expressing your own ideas about money and complete the table.



- **sterling** - the **currency** (type of money used) in the UK
- **dollar** - the currency in America
- **euro** - the currency in much of Europe
- **manat** - the currency in Azerbaijan
- **rubl** - the currency in Russia
- **lira** - the currency in Turkey
- **escudo** - the basic monetary unit of Portugal/Portuguese currency

**2. PW.** Listen to the proverbs and sayings in English and share your own ideas giving comments about money.

### Model:

A: Proverb: Money can't buy happiness

B: The meaning: While money can buy most things, it cannot purchase the constant feeling of joy.

C: I've heard that once a rich man lost everything in his divorce. It's proof that money can't buy happiness.

Money isn't everything.  
Money makes money.

Money makes a man.  
Money doesn't grow on trees.

## Listening / Speaking

3. **GW.** Listen to the information in “Do You Know .. ?” box and share your opinions.

### DO YOU KNOW...?

If you look in your wallet right now you might be lucky enough to find some money. Even though credit and debit cards are more popular than ever, most people still carry around a few bills with them. Paper money is something we are all familiar with, but is it really made out of paper? Regular paper is made out of wood cellulose which is a product that comes from trees. Paper makers mix chemicals with the wood to break it down into **cellulose** fibers. Machines then press these fibers together and roll them into thin sheets to create the material we call paper. When paper gets wet, the cellulose fibers become very weak. This can cause most paper to completely fall apart when it is wet.



Paper money is not made out of this material. Think about the last time you found a dollar in the pockets of pants that went through the washing machine. The dollar was probably a bit **wrinkled**, but it didn't completely fall apart because it got wet. Money is not made from the same paper that you write on. It is made out of something called “**rag paper**”. Rag paper” is a mixture of 75% cotton and 25% linen. Cotton and linen fibers do not become weak when they get wet. They are much stronger than cellulose fibers. Unlike regular paper, money can be folded many times without causing serious damage to the bill. The material that money is made out of is much stronger and much more durable than regular paper.

4. **CW.** Give your attitude to the statements with “Money” using the words from “Remember” box.

1. All I want is enough money to enjoy life.
2. Money is very important to me. I'd like to earn as much as possible.
3. I would be happy to have less money and fewer possessions.

#### REMEMBER

#### Common Verbs with the word “Money”

spend **on** smth  
get cash **for**  
charge **for**  
borrow **from**  
save **up for** smth  
put **away into**  
go **into** debt

pay **for** smth  
cost  
lend **to**  
waste **on** smth  
add **up**  
keep track **of**

## Reading

1. **GW.** Read the article about a woman who lives without money and answer the questions.

1. What was Heidemarie's job?
2. What possessions does she have now?
3. How did the experiment start?
4. Where has she lived since the experiment started?
5. What does she do when she needs something?
6. What is she trying to show with her experiment?
7. What did she do with the money she earned from her book?
8. How do you think she survives?
9. Is it possible to live without money?

### Life Without Money

At the age of 54 Heidemarie Schwermer (a famous German writer) gave up her job as a psychoterapist, gave away all her money and her flat and threw away her credit cards. Today, apart from a few clothes (three sweaters, two skirts, two pairs of shoes, and a coat) and a few personal belongings, she doesn't own anything. It all began as a one-year experiment. In her home city of Dortmund she set up a **swapping** circle where people swap services without using money, for example, a haircut for a mathematics class.



To prove that this could work she decided to give up using money for a year. But when the year ended she continued and has not used money since then. At first she stayed at her friend's house in return for watering the plants and looking after their animals. At the moment she is staying in a student residence where she can sleep, have a shower, or use a computer in return for cooking for the young people who live there. She also works as a psychoterapist. Before I treated very wealthy people but now I help anyone who turns up. Sometimes they give me something in return, but not always," she says.

Heidemarie Schwermer says, "I can live thanks to my contacts. A lot of people who know me understand what I'm doing and want to help me. When I need a bus ticket, for example, or a new tube of toothpaste I think who can I ask? What can I give them in return? If I want to go to the cinema, I might offer to look after somebody's children for the afternoon." It is one of the mistakes of our society that most people do something they don't like just to earn money and spend it on things they don't need. Many people judge you according to how much you earn. In my opinion, all jobs are equally important. You may not earn a lot of money but you may be worth a lot as a person. That's my message."

So what did she do with all the money she earned from the sales of *"Life without money?"*

## Reading

### 2. PW. Answer the questions expressing your attitude.

1. *Do you agree with Heidemarie Schwermer that ....?*

- all jobs are equally important
- most people don't like their jobs
- people judge you according to how much you earn

2. *What do you think of Heidemarie Schwermer?  
Would you like to have her as a friend?*

### 3. CW. Change the sentences into Indirect Speech.

1. Jane said, "My brother lives within his means."
2. My dad says, "We always have enough money for what we need."
3. Mother said to her son, "Never spend all the money you have".
4. "Start saving while you are young", said our teacher to us.
5. Kate's father said, "What did you spend the money on?"
6. She said, "Financial-planning software can help you keep a budget by adding up your income."
7. Daniel said to his friend, "Put away a small amount of money into a saving account each week."

## Numbers

### REMEMBER

1. In English, thousands, millions and billions are written with commas.

425,950

9,310,896

2,856,487,000

2. Decimals are written with a decimal. We say each number to the right of the decimal point individually.

4.75=four point seven five. Not "four point seventy-five".

### 4. IW. Say the numbers correctly paying attention to punctuation.

1) 2,657,000 \_\_\_\_\_

2) 76,872 \_\_\_\_\_

3) 5,324,453 \_\_\_\_\_

4) 5.67 \_\_\_\_\_

5) 893,986 \_\_\_\_\_

6) 8,420,333 \_\_\_\_\_



## Writing

### 1. **GW.** Find adjectives and write the opposite and close meanings.

1. Actor Daniel Radcliffe is very rich, but he doesn't buy expensive things.
2. This famous actor always tries to save his money.
3. Jane is not a mean person, she is generous and sometimes gives money to help the people who are in need.
4. My elder sister often spends money on stupid things.

### 2. **PW.** Fill in the gaps with the suitable words from the box.

a) cash machine  
d) paid for

b) borrowed from  
e) puts

c) waste on  
f) saving up

1. My dad ... some money aside every week for next holiday.
2. Kate's granny went to ... and got 200 manats.
3. Ted ... a lot of money ... the bank.
4. My friend ... 30 manats ... her new desk.
5. I'm ... for my holiday, I'm hoping to go to New York.
6. Parents always think that children ... their money ... sweets and other things they don't need.

### 3. **PW.** Match the words with their definitions.

1. cash machine
2. loan
3. coin
4. salary
5. currency
6. price
7. tax
8. standard of living

- a) a piece of money made of metal
- b) money a person gets for the work
- c) money that you pay to the government
- d) money that somebody or a bank lends you
- e) type of money used in a particular country
- f) the amount of money
- g) a machine inside or outside a bank where you can get money
- h) the level of money and comfort people have

### 4. **GW.** Make a poster/a booklet on "What things to spend money on and how to spend it?"

## Lesson 2. Financial Planning

### What you'll learn:

**Vocabulary:** Money matters

**Grammar:** Future Perfect/Perfect Infinitive

**Speaking:** Talking about financial goals/Financial Budget

**Writing:** Making a poster of solutions

### WORD FILE

**cues** [kju:] (*n*) remarks, words, reminders

**down payment** - be fully in debt, drowning in debt

*ant.*: keep smb. out of debt

**emergency** [ɪ'mə:dʒ(ə)nsi] (*n*) a serious, unexpected, and often dangerous situation requiring immediate action. Personal alarms for use in an emergency. *Survival packs were carried in case of **emergency**.*

**expense** [ek'spens] (*n*) the cost incurred in or required for something.

*Conference rooms were equipped at great **expense**.*

**fall back on** - (*v*) have recourse to when in difficulty.

*I have no extra money I can fall back on.*

**max** [mæks] (*v*) reach the limit of capacity or ability.

**owe** [əʊ] (*v*) have an obligation to pay or repay (something, especially money) in return for something received.

*They have denied they **owe** money to the company.*

**put aside** [ˌputə'saɪd] (*v*) that has been put aside; dismissed, rejected.

**saving accounts** - a deposit account

**stick** [stɪk] (*n*) a thin piece of wood that has fallen or been cut off a tree.

**track** [træk] (*n*) a rough path or road, typically one beaten by use rather than constructed. *Follow the **track** to the farm.*

**well off** [wel əf] (*adj*) rich, wealthy

## Listening/Speaking

### 1. Listen and act out the dialogue.

**A:** Uh, could I borrow a few **bucks** until payday? I'm a little strapped for cash.

**B:** Yeah, I guess, but I'm **pinching pennies** myself, and you still owe me 20 AZN. from last week. Mom said you borrowed money from her last week.

**A:** To be honest, I'm fully in debt and, I can't seem to make ends meet these days.

**B:** I heard you **landed a great job** recently, so you must be **loaded**.

**A:** Well, I do have a job, but I've used my credit cards to pay off a lot of things recently.

**B:** Do you have a budget? I mean, how do you **keep track of** your income and expenses?

**A:** Well, when my money **runs out** I come to you.

**B:** OK, I think we should speak about your budget later but now I must go. See you.

**A:** Hope to see you soon. Bye.

## Glossary

**buck** - dollar

**be strapped for cash** (*idiom*) - have no money available

**pinch pennies** (*idiom*) be careful with money

**payday** - the day when one gets salary

**make ends meet** (*idiom*) make enough money to live

**load** - find; be loaded-have a lot of money

**budget** - a financial plan of expenses and income;

**keep track of** (*idiom*) keep a record of

**run out of money** (*phrasal verb*) to have no money

**land a great job** - to find a well-paid job

**be in debt-** (*idiom*) to be in the hole- the situation of owing money, especially when you cannot pay

### 2. PW. Listen and practise.

**Pete:** Hey, Joan. I haven't seen you for ages.  
What have you been doing lately?

**Joan:** Nothing exciting. I've been working at two jobs for the last six months.

**Pete:** How income?

**Joan:** I'm saving up money for a trip to Europe.

**Pete:** Well, I've only been spending money. I quit my job to go to graduate school. I'm studying journalism.

**Joan:** Really? How long have you been doing that?

**Pete:** For two years. Luckily, I'll finish next month.  
I'm almost out of money.

## Listening/Speaking

### 3. **GW.** Listen to these financial tips and say if you have a high financial IQ. Match the titles to the paragraphs.

- A) Live within your means
- B) Don't Go into Debt
- C) Save Money

**IQ** - Intelligence Quotient - *a comparative measure of a person's intelligence*



1. \_\_\_\_\_

Start saving while you are young. When you have money in your pocket, the impulse to spend it can be very strong. When you get your paycheck, don't run to the mall. If you put away a small amount of money into a **saving account** each week and earn interest, your money will grow.

**Judy**

2. \_\_\_\_\_

The secret to financial success is spending less than you earn. If you make a lot of money, but spend it all, you are not really rich or financially secure. If you lose your job, or get seriously ill, you will have nothing **to fall back on**. People who make less money than you, but don't spend it all are actually much wealthier because they are able to handle any emergency that arises. Fortunately, today's technology makes managing your money easier than ever. Financial-planning software can help you keep a budget by *adding up your income and expenses* and *keeping track of your spending*.

**David**

3. \_\_\_\_\_

It is a lot easier-and sometimes safer-to pay with a credit card than to carry around a lot of cash in your pocket or purse. However, it is easy to get into trouble with credit cards if you use them as a substitute for money you don't have. If you charge so much that you can't *keep up with your monthly bills*, interest charges will quickly add up. *Going into debt* because of credit card bills is the surest sign of a low financial IQ.

**Julia**

### 4. **GW.** Discuss the questions and support your answers with the information given above.

- Do you think Judy makes a lot of money?
- Do you think David is good with money?
- What was Judy's financial situation like in the past?
- What did Judy do to change her financial situation?
- How would you describe Judy's financial IQ?
- Are you more like Judy, Julia or David?

## Grammar Booster

### Future Plans and Finished Future Actions

*Future plans express general future plans with the verbs: expect, hope, intend or plan and an infinitive.*

- *We hope to start putting some money away.*
- *I don't plan to be financially dependent for the rest of my life.*

*Use the Perfect form of an Infinitive to express that an action will or might take place before a specified time in the future.*

- *By this time next year, I plan to have saved up enough cash to buy a new car.*
- *Her goal is to have paid off all her debt in five years.*

### Finished Future Actions

*Use the Future Perfect to indicate an action that will be completed by a specified time in the future.*

- *By next year, I will have completed my studies, but I won't have got married.*

*Use the Present Perfect in an adverbial clause to distinguish between a completed future action and one that will follow it.*

- *Once I've completed my studies, I'll get married.*
- *I'm going shopping when I've finished my report.*

**Be careful:** Don't use the Future Perfect in the adverbial clause of time.

**Wrong:** I'm going shopping when I will have finished my report.

**Correct:** I'm going shopping when I have finished my report.

### 1. PW. Complete the paragraph about Ms Kemper's future plans. Use expect, hope, intend or plan and infinitive form of the verb.

Jessica Kemper \_\_\_\_\_ (1. complete) business school this semester, and then she \_\_\_\_\_ (2. find) a job in the financial industry. However, Ms. Kemper has a lot of debt to repay. She's borrowed some money from her parents and some from the bank, but she \_\_\_\_\_ (3. pay) everyone back as soon as she can. She \_\_\_\_\_ (4. get) a part-time job to help make ends meet while she's paying off her debt.

## Reading

**2. PW. Read and explain the meaning of new expressions and share your ideas on “How to create a realistic budget and how to keep it”.**

### Five Benefits of Keeping a Budget

1. A budget allows you to spend money on things you really need or want. A budget requires you to **keep track** of your **expenses**. You see where your money actually goes and plan where to cut back on spending. The money you used to spend daily on little things like coffee or taxis can go toward something more important.



2. A budget can **keep you out of debt**. With a budget, you know whether or not you're **living within your means**. If you use credit cards, this may not be **obvious**. You might have extra cash at the end of each month and think that you're OK. But, if you're not paying your credit card bills in full, you're probably **living beyond your means**.

3. A budget can make you better prepared for emergencies. A budget requires you to **put some money away in savings**. So, if you find yourself in a difficult situation or faced with unexpected expenses, you'll have some extra money you can **fall back on**.

4. A budget can help you reach your savings goals. Whatever you are saving for, you need a plan that tells you how much you have, how much you need to spend, and how much you can save.

5. A budget gives you peace of mind because it allows you to stop worrying about how you're going to make ends meet.

**3. PW. Read and discuss the steps how to create a budget.**

1. Define your income
2. List and reconsider your expenses
3. Find the difference- Are you spending more than you're earning each month?
4. Create your realistic budget
  - a) remove or lower your unnecessary budget
  - b) find a part-time job to increase your income
5. Spend at least one hour per month on financial planning

**4. PW. Complete the expressions and make up sentences using them.**

to quit ...  
to make ...  
to have ...  
fall back on ...  
keep you out of debt ...

to put away ...  
to keep ...  
to add up ...  
to create a realistic budget ...  
to increase ...

## Reading

### 5. PW. Answer the questions.

1. What's the minor **indulgence** (the state or act of having or doing whatever you want; something small and unnecessary;) that you spend money on regularly? (*for example, a daily cup of coffee or a weekly magazine*) \_\_\_\_\_
2. How much does this indulgence cost? \_\_\_\_\_
3. Calculate how many times per year you spend money on it. For example, a cup of coffee each weekday: 5 days x 52 weeks = 260 times per year. \_\_\_\_\_
4. Multiply the cost (your answer to question 2) by the number of times (*your answer to question 3*). \_\_\_\_\_
5. Were you surprised by the results?  
Can you think of anything else you'd like to spend that money on? \_\_\_\_\_

### 6. PW. Choose the statements that best apply to you and compare your answers with the partner's.

I live within my means.	I live beyond my means.
I keep track of my expenses.	I don't know where the money goes.
I regularly put something away into savings.	I spend everything I have and never save.
I always try to pay my credit card bills in full.	I can't make ends meet.
I always have enough money for what I need.	I don't worry about paying my credit card bills of every month.

### 7. GW. Express your attitude to the following quotes/sayings and write.

- *Money doesn't always bring happiness.*
- *Money isn't the most important thing in life, but it's reasonably close to oxygen on the "gotta have it" scale.*
- *Money can't buy you happiness.*
- *Those who believe that money can do everything, in fact, can do anything for money.*



## Writing

### 1. PW. Act the dialogue out.

A: Why is it important to keep track of your expenses?

B: \_\_\_\_\_

A: Why can using credit cards be a problem?

B: \_\_\_\_\_

A: Why can a budget make you better prepared for emergencies?

B: \_\_\_\_\_

A: Which benefit from the article do you think is the most important?

B: \_\_\_\_\_

### 2. PW. Put a tick ✓ for correct statements and a cross x for wrong ones.

1. Keep track of your expenses.
2. If you don't have enough money for something, use your credit card to treat yourself.
3. Buy financial planning software.
4. Cut back on your spending.
5. Live beyond your means.
6. Wait until you're older to start saving.
7. Make sure your income is more than your expenses.
8. Pay the least possible amount on your credit card bills each month.
9. Put some money away in savings each month.
10. If you're feeling down, go shopping.

### 3. IW. Write a short paragraph. Use the Future Perfect with the verbs *expect*, *hope*, *intend*, or *plan* and the Perfect form of an infinitive.

What will you have done by the year 2020?

Example: By the year 2020, I'll have finished law school. I expect to have bought a house by then. I hope to \_\_\_\_\_

### 4. IW. Respond to the e-mail. Write three suggestions for how a person could budget his money to save for a TV.

E-mail: \_\_\_\_\_

From: [joesoccer@mail.com](mailto:joesoccer@mail.com)

Subject: Need Advice

Hey, did you see the game last night? I can't believe I missed it again! I have to get a new TV, but I just can't manage to save up any cash. What am I going to do? \_\_\_\_\_

### 5. IW. Project Work. Imagine you are a businessman. Think and write about your income and expenses as a businessman using the new vocabulary you have learned.

## Writing

### 6. **PW. B. Complete the paragraph about Mr. Randall's future plans. Use expect, hope, intend or plan and Perfect Form of the infinitive.**

Raul Randall has been "drowning in debt", so he's decided to make some changes in his financial habits. By the end of this month, he \_\_\_\_\_(1.create) a realistic budget that he can follow. As a matter of fact, he \_\_\_\_\_(2.pay off) one of his last credit cards by October. In addition, he \_\_\_\_\_(3.begin) putting some money away in savings. If he can stick to his budget, he \_\_\_\_\_(4.pay back) most of his debt within the year.

### 7. **PW. On a separate sheet of paper, write the sentences in the Future Perfect.**

1. By the end of this month/I/put 10 percent of my paycheck in the bank.
2. By the summer/I/save enough to go to Italy.
3. you/pay off your credit card balance by December.
4. When/they/pay the bill in full?
5. By the time you get home I/clean/the house.
6. I think the rain /stop/before we arrive.
7. How he/pay back his debt?
8. By the end of the year he/put some money away in saving.

### 8. **IW. Find the meaning of unknown money idioms. Match the phrases on the left with their definitions and use them in sentences.**

1. to make ends meet
2. to put smth away for a rainy day
3. to max
4. to drown in debt
5. to keep your head above water
6. to live within your means

- a) to owe so much money that your financial situation is almost impossible to deal with
- b) to have just enough money to buy what you need
- c) to use something to its limit or so much that there is nothing left.
- d) to manage to deal with all your debts or some other problem, but it's so difficult that you almost can't do
- e) to save something, especially money, for a time when you'll need it
- f) to reach the limit of capacity
- g) to spend only the money or income that you have, no more

### 9. **IW. Make a poster on solutions "How to keep financial budget?"**

## Assessment 1

### 1. Describe your future financial goals to a partner.

**Model:**

"By the time I graduate, I hope to have saved enough to buy a new car."

"Once I've started working, I plan to put a little money into savings every week."

### 2. Write your short-term and long-term goals in your notepad.

**Model:**

Ideas	Short-Term Goals	Completion dates	Long Term Goals	Completion dates
Be financially independent	Buy a new car	By this time next year	buy a house	By the time I'm thirty
Save enough to buy				
Cut back on expenses				
Create my budget				
Pay my debts in full				
Live within my means				

### 3. Fill in the gaps with the words and expressions in the box.

to make ends meet    beyond    your means    to put away  
emergencies    bills in full    out of debt    peace of mind

1. A budget requires you... some money ... in saving.
2. A budget gives you ... .
3. A budget helps you ....
4. A budget makes you better prepared for ... .
5. If you're not paying your credit card ... you're living
6. A budget can keep you ... .

### 4. Odd one out.

- |              |           |            |
|--------------|-----------|------------|
| 1. emergency | financial | substitute |
| 2. arise     | handle    | expense    |
| 3. bill      | paycheck  | wealthy    |
| 4. budget    | impulse   | actually   |

### Multiple Choice

**1. Choose the correct variant.**

1. A budget requires you \_\_\_\_ of your expenses.

- a) borrow from
- b) keep out
- c) keep track
- d) run out

2. \_\_\_\_ can keep you out of debt.

- a) pay day
- b) expense
- c) budget
- d) cues

3. \_\_\_\_ means: to be without money .

- a) run out of money
- b) keep a record of
- c) have a lot of money
- d) earn a lot of money

4. \_\_\_\_ means: to make enough money to live.

- a) put aside
- b) fall back on
- c) make ends meet
- d) have an obligation to pay

**5. Choose the incorrect variant.**

If you make a lot of money but spend it all, you're not really \_\_\_\_.

- a) wealthy
- b) well of
- c) poor
- d) rich

**6. Choose the correct question.**

\_\_\_\_ means: to find a well-paid job

- a) land a great job
- b) be fully in debt
- c) downing debt
- d) keep track of

## Lesson 3. Receiving Benefits

### What you'll learn:

**Vocabulary:** Receiving Benefits

**Grammar:** Past/Future Perfect Continuous

**Speaking:** Speaking about Insurance

**Writing:** Social Help in Azerbaijan

### WORD FILE

**claim** [kleim] (v) reporting verb State or assert that something is the case, typically without providing evidence or proof.

*with clause : The Prime Minister **claimed** that he was concerned about Third World debt.*

*with object: Not every employee is eligible **to claim** unfair dismissal.*

**dignity** ['digniti] (n) the state or quality of being worthy of honour or respect. *The **dignity** of labour.*

**disabled** [dis'eɪbld] (adj) (of a person) having a physical or mental condition that limits their movements, senses, or activities.

*Facilities for **disabled** people.*

**dole** [dəʊl] (n) (usually the dole) British informal mass noun Benefit paid by the state to the unemployed.

*I was on the **dole** for three years.*

*as modifier: My next **dole** cheque.*

**entitle** [en'taɪt(ə)l] (v) (**be entitled to**) give (someone) a legal right or just claim to receive or do something.

*Employees are normally **entitled** to redundancy pay.*

*with object and infinitive:*

*The landlord is entitled to require references.*

**generosity** [dʒenə'rɒsəti] (n) The quality of being kind and generous.

*I was overwhelmed by the **generosity** of friends and neighbours.*

**maternity** (n) motherhood

**philanthropist** [fi'lanθrəpɪst] (n) a person who seeks to promote the welfare of others, especially by the generous donation of money to good causes. *The trust was founded by an American **philanthropist**.*

**regardless** [rɪ'gɑːdləs] (adv) despite the prevailing circumstances.

*They were determined to carry on **regardless**.*

**welfare state** [welf steɪt] (n) a system whereby the state undertakes to protect the health and well-being of its citizens, especially those in financial or social need, by means of grants, pensions, and other benefits.

## Listening/Speaking

### 1. CW. Talk about these pictures and give your opinions.



Use the model below.

#### *Model:*

There are several payments which are paid to different categories of people in almost all countries. These are mainly the displaced like Azerbaijani refugees from Garabagh, the disabled, the elderly and some other categories of people assisted by the government and charity organizations. The Azerbaijan Government will provide the refugees till the end of the war conflict with all kinds of **provision**. (help).

### 2. PW. Act out the dialogue answering the questions.

**A:** What categories of citizens are **entitled** (have rights) to social payments?

**B:** \_\_\_\_\_

**A:** What categories of citizens can **claim** social benefits in Azerbaijan/ Great Britain/ the USA and in other countries?

**B:** \_\_\_\_\_

**A:** What types of benefits are available to different categories of people in Azerbaijan, Britain, the USA and in other countries?

**B:** \_\_\_\_\_

**A:** Who makes contributory benefits in Azerbaijan, Britain, the USA and other countries?

**B:** \_\_\_\_\_

## Listening/Speaking

**3. CW. Watch video about Insurance on Youtube and speak about it.**

**4. CW. Listen to the information and answer the following questions.**

- *What's insurance?*
- *When and where did Insurance appear?*
- *Why is Insurance important?*
- *What can you say about the Insurance system in Azerbaijan?*

### The History of Insurance System

**Insurance** is one of the oldest fields of the economy. The first Insurance activity appeared 4,000 years ago in Babylon. The purpose of it was protecting people's personal and property interests from danger and was first practiced by early Mediterranean sailing merchants. From beginning of the XIV century insurance turned into tradable and profitable field in European countries. The importance of insurance system in the world is very high. Because it protects people from loss and danger. Developed countries have big insurance markets. Insurance is new field in Azerbaijan. But despite this fact, it plays an important role in the country economy. There are more than 20 insurance companies in Azerbaijan.

When people work they must pay contributions to the National Insurance fund. Contributions are also made by the employer and the Government. National Insurance benefits are available to the unemployed, the sick and the retired. The disabled and the widowed are also provided with financial help.

**5. PW. Correct the mistakes and give your comments.**

1. National Insurance benefits are available only to the retired.
2. When people work they shouldn't pay contributions to the National Insurance fund.
3. Insurance protects children from bad habits.
4. The insurance system in the world is very low.
5. The first Insurance activity appeared 400 years ago in Germany.
6. Insurance doesn't protect people from loss and danger.
7. There are twelve insurance companies in Azerbaijan.
8. All people are provided with financial help in the world.



## Reading

### 1. **GW.** Read and share your ideas with the people's opinions on the problems of a welfare state.

■ Although many people support the idea of **a welfare** state, there are some people who speak for the necessity of its partial change and there are those who do not support the idea at all. In the welfare state, most benefits are available to everybody who is **entitled** to them and it's very good. In the welfare state, nobody is allowed to live in poverty.

Everybody is to have proper health care and education **regardless** of their income. The welfare state helps **the disabled**, people who are unable to work to earn money on their own.

The welfare state system provides the elderly with an income that allows them to live to some degree of **dignity**. I think with the help of welfare state system people will have been living a comfortable life for many years.

*Mr Rufat Gassimov*

■ In a welfare state you don't have to be poor in order to receive your pension, **dole** money or your child's benefit. This blanket distribution of benefits should be modified. Only those people who really need benefits should get them. There are some other problems.

Some people who are entitled to various benefits do not receive them, because they don't understand the complicated system and they are not able to fill in all the forms. Some other people do not know what they are entitled to receive. The poor simply don't know about their rights to receive particular benefits.

Others may be too proud to apply, so they refuse to accept help.

*Mrs Hope*

■ I think the welfare state is ineffective. First of all, it is a waste of money. Besides, it is not selective! What else? The provision of benefits weakens the family. If there were less provision by the state, families would have to cope and this would make them stronger. I know a family that has been living on the provision of the welfare state for a decade. No one in the family tried to find a job. As you see, the provision of benefits deprives individuals of their desire to look after themselves. There is no need to help the unemployed or homeless and nobody else. People should be responsible for what they do and have. I personally believe that anyone who is willing to work can find a job. The welfare state should help only those who cannot help themselves.

*Mr Green*

## Reading

### 2. PW. Read and answer the questions.

1. What are some of these opinions?
2. What do Mr Rufat, Mr. Green and Mrs. Hope say about the advantages and disadvantages of the welfare?

**Model:** Mr Rufat says, that only those people who really need benefits should get them. Take a child benefit, for example. It is available to everybody in a welfare state, though many middle-class people do not actually need financial help.

### 3. PW. Answer the questions and express your points of view generalizing/evaluating them. (reading for specific information)

Questions	Answers
<i>What is one of the most important disadvantages of the welfare state according to Mr Ali?</i>	
<i>What does Mr Ali suggest?</i>	
<i>Do all the people who are entitled to benefits receive them?</i>	
<i>Why is Mr. Green against the welfare state?</i>	
<i>What are the main disadvantages of this system?</i>	
<i>Where should people get help from according to Mr. Green?</i>	
<i>Why is Mrs. Hope for the welfare state?</i>	
<i>Who does the welfare state help?</i>	
<i>What benefits is Mrs. Hope for exactly?</i>	
<i>What would happen in case people didn't get their benefits?</i>	

### 4. PW. Complete the sentences with your own ideas.

1. Some people don't support the idea of welfare state \_\_\_\_\_.
2. In the welfare state most benefits are available to everybody \_\_\_\_\_.
3. Without financial help some people can't live \_\_\_\_\_.
4. Some people don't know what they are entitled to receive \_\_\_\_\_.
5. Some people refuse to accept help \_\_\_\_\_.

## Grammar Booster

### Past Perfect Continuous Forms

#### had been + P.I [present participle]

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "*For five minutes*" and "*for two weeks*" are both durations which can be used with the Past Perfect Continuous.

James **had been teaching** at the university for 2 years before he left for Asia.

### The Future Perfect Continuous

#### Will have been + P.I [Present Participle]

**The Future Perfect Continuous** is a verb tense that describes actions that will continue up until a point in the future. By the end of next year she **will have been working** on the project.

### 1. **GW.** Complete the sentences paying attention to Grammar Booster above.

**Model:** We **had been waiting** there for more than two hours when she finally arrived.

1. The government ... (to pay) my uncle mobility allowance for 4 years before he passed away.
2. This Insurance company ... (to work) for 10 years by next August.
3. They ... (to wait) at the bus stop for 15 minutes by the time I came.
4. She ... (to do) her homework for half an hour before we get home.
5. When my granny retires next month, she ... (to teach) for 40 years.

### 2. **PW.** Write a paragraph about social help in Azerbaijan and compare your work with your partner's looking through the model. **Model:**

Great Britain is Welfare State, a country that has a system of ensuring the welfare of its citizens by means of social services, provided by the state. At the national level the Government is responsible for the National Health Service, National Insurance and Social security. The systems of National Insurance and Social Security provide financial help for different categories of citizens.

## Writing

### 4. PW. Answer the questions and match 1-7 with a-g.

The National Insurance and the Social Security benefits paid to different categories of people are known by different names.

- *What are some of these names?*
- *Who receives these benefits?*

**Model:** A state pension is paid to the retired.

1. Retirement pension
2. Widow's pension
3. Maternity (motherhood) pay
4. Family credit
5. Unemployment benefit
6. Invalidity pension
7. Mobility allowance

- a) A person who is unable to work after a sickness period
- b) Families with children who have very low incomes
- c) Disabled people to pay for transport or to buy a special vehicle
- d) Women who leave work to have a baby
- e) A person who is out of work for up to year
- f) Retired people/pensioners
- g) Women whose husbands die before they retire if they are aged 45 or over.

### 5. GW. Fill in gaps using the words and expressions a-e.

- a) responsible for      b) to pay for      c) entitled to  
d) provided with      e) talk about

1. People should ... what they do and have.
2. Some people who are ... various benefits do not receive them.
3. My grandparents always ... their attitudes towards a welfare state.
4. The unemployed are ... unemployment benefit for a year.
5. Mobility allowance is for disabled people ... transport or to buy a special vehicle.

## Assessment 1

### 1. Answer the following questions and act the dialogue out.

- *Who are the speakers?*
- *What's the problem with the insurance company?*
- *Is a lawyer needed? Why?*
- *Do you find it difficult to deal with the insurance company?*
- *Has an insurance company ever **made a settlement** with you/your relative/friend?*

**A:** That's really too bad. This whole thing has turned into a terrible mess.

**B:** Yeah, and I didn't expect it. It seemed like the right thing to do at the time.

**A:** Well, have you had any help from the insurance company?

**B:** Not really. They just **hem and haw** about making some kind of a settlement.

**A:** It sounds to me as if you have got a strong case in your favour. Have you talked to a lawyer?

**B:** Not yet. But if the insurance company doesn't do anything by next week, I think I will.

**A:** Well. Let me know if you want the name of a good one. My cousin is a lawyer and I'm sure he'll help you.

### 2. Find the definitions of these words and expressions using Vocabulary.

to hem and haw - in one's favour the right thing to do  
at the time case - make a settlement - mess - lawyer -

### 3. Read the information below and find out what the laws are in these cases in Azerbaijan. Generalize different points of view and make a presentation.

#### In many countries:

- Women who leave work to have a baby have a right to ask maternity allowance from the government.
- There are allowances paid to elderly people. Retired people can get a salary or a wage and still receive their pension in full.
- A wide range of other payments exists. For example, a child allowance is a small monthly payment for each child, usually paid directly to mothers.
- People who do not work have the right to a monthly payment too. Scholarships are paid to young people, college and higher school students, if they do not pay fees (money) for their education.
- People who are disabled can receive an invalidity pension.
- Widows can get payment for their husbands who died.

## Lesson 4. If you had a lot of money .... ?

### What you'll learn:

**Vocabulary:** Charity/Investment

**Grammar:** Reported Speech

**Speaking:** Financial Goals

**Writing:** Insurance in Azerbaijan

### WORD FILE

**allowance** [ə'laʊəns] (n) the amount of something that is permitted, especially within a set of regulations or for a specified purpose.  
*Your baggage **allowance**.*

**braille** [breɪl] a form of written language for blind people, in which characters are represented by patterns of raised dots that are felt with the fingertips.  
*She taught herself **Braille**. All the plants are labelled in Braille.*  
*as modifier: **Braille** medicine labels.*

**chemotherapy** [ki:mə(ʊ)'θerəpi] (n) the treatment of disease by the use of chemical substances, especially the treatment of cancer by cytotoxic and other drugs.

**invest** (in) [ɪn'vest] (v) put (money) into financial schemes, shares, property, or a commercial venture with the expectation of achieving a profit.  
*The company is to **invest** £12 m in its manufacturing site.*  
*no object: Getting workers **to invest** in private pension funds.*

**mobility** [məʊ'bɪləti] (n) the ability to move or be moved freely and easily.  
*This exercise helps retain **mobility** in the damaged joints.*

**payment** [peɪm(ə)nt] (n) the action or process of paying someone or something or of being paid. *Ask for a discount for **payment** by cash.*  
*count noun: Three interest-free monthly **payments**.*

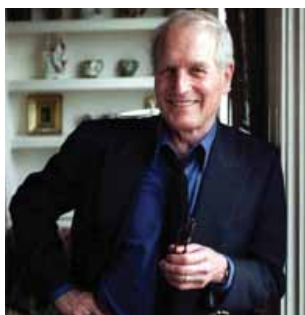
**sainthood** ['seɪnthəd] (n) the status of a saint.  
*Day is under consideration for **sainthood** by the Catholic Church.*  
*She deserves **sainthood** for taking in that many foster children.*  
*count noun: The process of regularly conferring **sainthoods**.*

**subsidized** [səbsɪdaɪz] support (an organization or activity) financially.  
*The mining industry continues to be **subsidized**.*

**temporarily** [temp(ə)r(ə)rɪli] (adv) for a limited period of time; not permanently.  
*Symptoms may disappear **temporarily**. A **temporarily** vacant department store.*

## Listening/Speaking

1. **GW.** Look at the photos and talk about these people and their charity activities.



2. **GW.** Choose one of the roles below and discuss: "How to spend money?"

*Your family has won 10,000 AZN in a competition, so you are having a family conference to discuss how to spend money. The aim is to persuade the family that your ideas for spending the money are the best.*

**Mum:**

I think it is important to spend the money on something sensible and practical which will bring lasting benefits. I want to spend it on new furniture, curtains, carpets and a new washing-machine.

**Dad:**

I want to save the money for the future. Eventually the family will need money to move into a house, for the children's education or for retirement. It is silly to rush into spending the money without being sure of the best way to use it. A good investment account will earn high interest on the savings so the money will be worth more in the future.

**Son:**

I want my family to build a swimming pool in the garden. There is no swimming pool near our house and I'm a keen swimmer. It would be a good way for the whole family to get exercise and to cool off after school in summer.

**Daughter:**

I want to donate that money to the disabled people from Khojaly who live in the students' hostel and have very bad living conditions. I think it will be a great help to them and those poor people would be very thankful to you.



## Reading

### 1. GW. Read the text and find out the Reading Style. Discuss reasons for charity giving your own opinions.

- What reasons does Paul Newman give for donating to charity?
- What are some reasons why people donate money?
- What kinds of people or organizations get contributions? Why?

### Charity and Investment

Actor Paul Newman began acting in 1953 and appeared in more than fifty films in his lifetime. He won an Oscar for best actor in 1986 for the *Colour of Money*. In 1993, Newman received a special Oscar for humanitarian service. These two awards reflect his dual success as an actor and **a philanthropist**. In 1982, Newman and a friend, A.E. Hotchner, founded Newman's Own, a not-for-profit food products company. The company's first product was a **salad dressing** that Newman and Hotcher made at home themselves. Newman was told that the salad dressing would be sold only if his face were on the label. Though he didn't want to call attention to himself, Newman agreed because he planned to donate all profits to charity. The salad dressing was a big success: in the first year, Newman contributed approximately \$ 1,000,000 to charitable organizations. Newman's Own expanded, and the company made many other food products, every year, Newman donated 100% of the profits from the sale of Newman's Own products to thousands of educational and charity organizations. And since Paul Newman's death in 2008, Newman's Own Inc. has continued this practice and has donated more than \$ 295 million to charities in the USA and 31 other countries around the world.

To Paul Newman, **generosity** was simply a human trait, a common-sense way of living. 'I respect generosity in people. I don't look at it as philanthropy. I see it as an investment in the community. I am not a professional philanthropist,' said Newman. 'I'm not running for **sainthood**. I just happen to think that in life we need to be a little like the farmer who puts back into the soil what he takes out.'

*Paul Newman, the actor and philanthropist*

### 2. PW. Match the halves and build up sentences using them.

1. to run for
2. to donate
3. to call
4. to reflect
5. to win
6. to respect

- a) attention
- b) a special Oscar
- c) sainthood
- d) generosity
- e) a million dollars
- f) success

## Reading

### 3. IW. Build up sentences using the words from the box.

expand	generosity	put back into	charitable	contribute
donate	on the label	all profits	attention	human trait

### 4. PW. Say the numbers in bold and find out what they stand for.

**1986**

**1954**

**1993**

**2008**

**1982**

**31**

### 5. PW. Find the explanation of the words.

1. charity

2. contribution

3. investment

4. philanthropist

5. profit

6. benefit

7. welfare

a) money that you gain by selling things or doing business

b) an advantage that something gives you

c) a system by which the government provides a range of free services to people who need them, for example medical care, money for the unemployed, the old.

d) an organization that gives money, goods or helps people who are poor, sick, etc.

e) the money that people or organizations have put into a company, business or bank, in order to get a profit or to make a business activity successful

f) a rich person who gives money to help people who are poor or who need money to do useful things

g) something that you give or do in order to help

### 6. GW. Correct the sentences paying attention to the use of the Reported Speech.

- Julia said what reasons ~~does~~ Paul Newman give for donating to charity.
- The student said if actor Paul Newman began acting in 1954 and appeared in more than fifty films in his lifetime.
- Anar said whether ~~anyday~~ in the future a cure will be found by our doctor.
- The ~~boy~~ asked me if my grandfather has been working for 30 years.
- She says that if the widowed will have been receiving a humanitarian service ~~by~~ the time they come to the city.
- The teacher says if scientists will have discovered the cure for the common cold by the end of the 21st century.

## Writing

**1. GW.** Put each of the following words or phrases in its correct place in the passage below.

- |                        |                         |               |
|------------------------|-------------------------|---------------|
| a) welfare state       | b) social workers       | c) pension    |
| d) social services     | e) low incomes          | f) subsidized |
| g) medical treatment   | h) benefits             | i) schooling  |
| j) physically disabled | k) mentally handicapped |               |
| l) out of work         | m) eligible             |               |

A country which helps its old, sick, disabled and unemployed is called a (1) \_\_. Elderly people receive a state (2) \_\_ when they (3) \_\_ at the age of 60-65. People with (4) \_\_ who can't afford to buy or rent decent accommodation are given houses or flats with (5) \_\_ rents, which means that the government or local council supports the rent to keep it low. Sick people get free (6) \_\_ from their doctor or at the hospital. Mothers of small children get special state financial (7) \_\_ and of course older children receive free (8) \_\_. (9) \_\_ people who cannot move normally, and (10) \_\_ people whose minds are not fully developed, also receive special assistance and, if necessary, special equipment then live normal lives. People who are (11) \_\_ are normally (12) \_\_ to receive unemployment benefit, which is paid by the state. The (13) \_\_ (government departments responsible for people's well-being) will help people who financially, physically or psychologically, have difficulty in **coping with** life and (14) \_\_ will visit such people in their homes.

**2. PW.** Explain the difference between the words.

- a) advice and advise
- b) blind and deaf
- c) free and subsidized
- d) a hearing aid and braille

**3. PW.** Build up sentences looking through Grammar Booster. (See page 139)

**Sample:** 1. Paul had been working for two hours on his school project when his mother came home. (to work)

2. Father had been repairing the engine of the car for 45 minutes by the time we returned home. (to repair)

to provide    to cope with    to visit    to run for    to contribute to smth  
to receive    to retire    to put back into    to donate  
to save    to work    to borrow    to lend

## Writing

4. **GW.** Make a project on “Insurance in Azerbaijan” using Useful Language box.

### Useful Language

- *The welfare state is ...*
- *First of all, ...*
- *For example ...*
- *Besides ...*
- *Effective*

- *Insurance*
- *Effective but (although)*
- *Let's take ... as an example.*
- *Above all ...*
- *... such as ...*

5. **PW.** Read the article from the Teen's magazine and match the letters A-D with the numbers 1-3. One subtitle is extra.

The article is about Anthony Leanna from Wisconsin. Anthony who is only 13, is one of those teenagers who are using their hearts and smarts to make the world the better place.

A) How He's Helped

B) Big Dreaming

C) His Inspiration

D) You Can Make a Difference

1. \_\_\_\_\_ Three years ago Anthony spent a lot of time in hospitals while his grandmother underwent the treatment for cancer. During his visits, he began to notice the effects of hair loss on the cancer patient's spirits. To cheer them up, Anthony came up with the idea of donating hats to those going through chemotherapy. He wants to “put a smile on the faces of people at such difficult time in their lives”.



2. \_\_\_\_\_ Through his Heavenly Hats Foundation, Anthony has delivered more than 25,000 hats to more than 125 hospitals and clinics around the country. He gathers the donated toppers from hat companies, business and individuals. Several of the patients have told me that the hat was a sign of hope. It made them feel better about themselves and it gave them the courage to fight the cancer”, Anthony says.

3. \_\_\_\_\_ It is my hope that someday in the future a cure will be found and my hats will no longer be needed,” he says. “However, until that day, I just want to help any way I can.”

## Progress Portfolio

### 1. Put each of the following verbs in the correct space in the conversation.

pay spend afford earn borrow lend open owe save pay back

**Joy:** Pam, I'm in trouble. I (a) \_\_\_\_ \$200 a week from my job, but I need to (b) \_\_\_\_ about \$250 a week just on basic things like food, rent and fares. I can't make ends meet on \$200. I've got to (c) \_\_\_\_ some money. can you help?

**Pam:** Yes, Ok. I'm quite well-off at the moment. I can (d) \_\_\_\_ you \$100. Here you are! But why don't you (e) \_\_\_\_ a bank account? It's very simple. Then you can (f) \_\_\_\_ a little bit every week, and you won't be so hard up.

**Joy:** Pam, I haven't got enough money to put in a bank account I can't (g) \_\_\_\_ my gas and electricity bills. I can't (h) \_\_\_\_ to go on holiday. I'm not just a bit hard up. I've got no money at all. I'm broke! Anyway, thanks for your help. Promise to (i) \_\_\_\_ the \$100 next month. I don't like to be in debt. I won't forget. I now (j) \_\_\_\_ you \$100.

### 2. Put the verbs into the correct form (Future and Past Perfect Continuous).

1. By the end of the month I (work) in this bank for ten years.
2. My sister (to sleep) for three hours by the time we get home.
3. By July the fifth they (provide) us financial help for 3 years.
4. By 10 o'clock she (watch) TV for 4 hours.
5. She (sleep) for 10 hours by 11 o'clock.
6. We (look for) him for 40 days by next Saturday.
7. They (to talk) for over an hour before Tony arrived.
8. Kate (to work) at that company for three years when it went out of business.
9. When Joe finishes eating he (to walk) in the park for an hour.
10. Mike wanted to sit down because he (to stand) all day at work.

### 3. Answer each question about your financial goals. Then for each answer do the following:

- a) *I intend to put away 100 dollars in saving each month.*
- b) *I will have saved enough to buy a laptop by next March.*

1. What is something expensive that you hope to buy?  
a) \_\_\_\_\_ b) \_\_\_\_\_

2. Do you have a debt you'd like to pay off? What is it?  
a) \_\_\_\_\_ b) \_\_\_\_\_

3. What is one way you can cut back on your spending and save more each month?  
a) \_\_\_\_\_ b) \_\_\_\_\_

## Progress Portfolio

### 4. Answer the following questions.

- 1) *What do you spend your money on?*
- 2) *How much pocket-money did you have when you were 15 years old?*
- 3) *Do you save any money? If so, how? (bank, cash)*
- 4) *Is it easy to open a bank account in your country? How much do you need to start?*
- 5) *Do you owe money? Whom? When will you pay back the money?*
- 6) *Is there anything you want to do but can't afford to?*
- 7) *Do you often lend money? Who do you lend it to?*
- 8) *Do you often borrow money? Who do you borrow it from?*
- 9) *Are you in debt, broke, hard up or well-off?*
- 10) *How much do you need to make ends meet?*
- 11) *Do people in your country receive a state pension when they are old?  
How old are they when they begin to receive it?*
- 12) *What bills do you have to pay?*

### 5. Fill in the gaps with the prepositions from the box. Some can be used more than once.

**for of on at with out of in**

- 1) Disabled people sometimes find it difficult to cope ... public transport.
- 2) He's been ... work for over a year.
- 3) ... a welfare state the government is responsible ... people's well-being.
- 4) Social workers visited her ... her home.
- 5) Vugar's grandfather retired ... the age ... 65.
- 6) She has to make ends meet \_\_\_\_\_ 500 manats a month.
- 7) I put some money \_\_\_\_\_ my bank account.
- 8) After his accident, he received a disability pension ... the rest of his life.

### 6. Match each item on the left below with its meaning on the right.

- |                              |  |
|------------------------------|--|
| a) taxes                     | 1) cinema, theatre, restaurant meals etc.                |
| b) pocket-money              | 2) money for transport, e.g. bus, train, taxi            |
| c) salary                    | 3) part of income paid to government                     |
| d) entertainment             | 4) money parents give children every week                |
| e) rent                      | 5) money from work, usually hourly or weekly             |
| f) interest                  | 6) money for lighting, heating in your house             |
| g) wages                     | 7) money from work, usually monthly or annually          |
| h) pension                   | 8) e.g. 6% a year from your money in the bank            |
| i) fares                     | 9) money for people who stop work at the age of about 60 |
| j) gas and electricity bills | 10) weekly or monthly payments for your room or flat     |

# UNIT 5. FASHION AND STYLE

## Lesson 1. Can you judge people by their appearance?

### What you'll learn:

**Vocabulary:** Clothes/Fashion

**Grammar:** Order of Adjectives

**Speaking:** Describing clothes, modern style

**Writing:** A paragraph about your clothes

### WORD FILE

**avoid** [ə'vɔɪd] (v) keep away from or stop oneself from doing (something)

*Avoid excessive exposure to the sun. Gerard **avoided** meeting his eye.*

**be keen** (on) [bi: ki:n] (v) be interested in

**beware** [bi'weə:] (v) be careful, be on one's guard, be protected

**daring** [deərɪŋ] (adj) (of a person or action) adventurous or brave.

**disapproval** [disə'pru:vəl] (n) expression of an unfavourable opinion.

*Jill replied with a hint of **disapproval** in her voice.*

**eccentric** [ek'sentrik] (adj) (of a person or their behaviour) unconventional and slightly strange. *He noted her **eccentric** appearance.*

**out of hand** - not under control.

**outfit** ['aʊtfɪt] (n) a set of clothes worn together, especially for a particular occasion or purpose. *Her wedding **outfit**.*

**pop in** [pɒp ɪn] (v) suddenly appear

**provoke** [prə'vʊk] (v) stimulate or incite someone to do or feel something, especially by arousing anger in them

*The decision **provoked** a storm of protest from civil rights organizations.*

**roll neck** [rəʊlnek] (adj) a high loosely turned-over collar, as modifier: *A black **roll-neck** sweater.*

**stereotype** [steriə(ʊ)taɪp] (n) a widely held but fixed and oversimplified image or idea of a particular type of a person or thing.

**stripy** [straɪpi] (adj) striped. *A **stripy** T-shirt.*

**topper** [tɒpə] (n) a machine that cuts the tops of weeds.

**undergo** [ʌndə'gəʊ] (v) experience or be subjected, typically something unpleasant or painful; go through, experience, undertake, face



## Listening/Speaking

### 1. PW. Look at the photos. Give your opinions of the outfits looking through the model.

#### Model:

- I think she looks cool.
- Her dress is really elegant! Her hair looks great!
- Those pants look great on you!
- What a lovely necklace! She is wearing elegant, **baggy\***, long trousers.
- I think she looks great, etc.



### 2. PW. Listen and practise.

**Shop assistant:** Can I help you?

**Customer:** Thanks. I heard you have some special offers, so I just **popped in** this pair of leather trousers here. It looks really **trendy**. How much is it?

**Shop assistant:** Let me see! It's 90 manats.

**Customer:** It's beautiful, of course! But I am afraid it's expensive for me.

**Shop assistant:** It's a pair of designer trousers and I think it's a good price even very reasonable. How about these jeans?

**Customer:** Oh, no. I don't like dark colour. I think light colour **suits** me more.

**Shop assistant:** Oh, here is a lighter one. What size do you wear?

**Customer:** Medium, please!

**Shop assistant:** Here you are! Would you like to try them on?

**Customer:** OK, Where are the changing/fitting rooms?

**Shop assistant:** They are over there. Oh, the jeans **fit** you perfectly! They are just the right size.

**Customer:** Thanks, I'll buy them.

**Shop assistant:** These jeans are in fashion these days, you know.

**Customer:** All right. Here you are!

\***baggy** - (of clothing) loose and hanging in folds. **Baggy** trousers.

## Listening/Speaking

### GRAMMAR BOOSTER

*Opinion Adjectives* usually go before *fact adjectives*. Sometimes we use two or more *fact adjectives* together. Usually (but not always) we put adjectives in this order.

Opinion	Size and length	Shape and width	Age	Colour	Nationality	Material
<i>nice lovely interesting frightening</i>	<i>big small long short</i>	<i>high thin round wide</i>	<i>old</i>	<i>red blue</i>	<i>American</i>	<i>wooden metal woolen</i>

**Example:** *an old plastic container, a useful digital alarm clock, a frightening old wooden mask*

Determiners + opinion adj. +					
Size	Age	Colour	Country	Material	+ Noun
1. How big?	2. How old?	3. What colour?	4. Where... from?	5. What is it made of?	+ Noun
big	old	brown	Korean	wooden	mask

Use these phrases when you cannot describe someone's clothes exactly:

*It's a kind of/ It's a bit like a/It looks like a+noun.*

*It looks/It's sort of + adjective.*

• *She's wearing a kind of scarf.*

• *Her hat is sort of brown.*

### Adjectives describing clothes

*flowery plain spotty stripy baggy loose short cotton  
leather nylon high-heeled furry\* shiny smooth tight*

### 3. PW. Put the adjectives in brackets in the correct position.

**Model:** 1. a beautiful round wooden table

1. a table (wooden/round/ beautiful)
2. a/an ring (gold/ extraordinary)
3. a pullover (nice/new)
4. an film (old/American)
5. clouds (black/big)
6. a face (thin/long)
7. a village (old/lovely/little)
8. a box (black/small/metal)
9. a/an painting (interesting) (Italian/old)
10. a/an umbrella (red/yellow/enormous)

\*furry - covered with fur. *Furry creatures in fields.*

## Reading

### 1. PW. Read and match the headings with the paragraphs.

- A) *First impressions are important*      B) *Uniforms for everyone*  
C) *Are you serious about your job?*      D) *United by clothes*

1. We shouldn't judge a person by their appearance but we do. In fact, the experts say that when we meet someone for the first time we make a decision about what that person is like in three seconds. What do we look at? One of the most important things is clothes, but it is not the brand of clothes people wear is that important. The important thing is to wear the right clothes for the occasion.



2. Experts say that students should wear a school uniform. A lot of teachers think that a uniform makes students feel that they are a part of their school and their uniform helps them to be serious about their studies. If all the students wear the same, they can't judge one another because of their clothes. There are no arguments about who or what is fashionable.

3. However, it is not only schools that want people to dress in a certain way. We all have really **stereotypes** about what the people in certain professions should wear. If we visit a doctor, we expect to see respectable clothes under the doctor's white coat. When we go into a bank we expect the staff to wear suits or dresses. In fact, a lot of companies have dress codes for their staff. Even University students, who often wear a casual "uniform" like jeans and T-shirts, **invest in** suits or dresses to attend job interviews in their final year. They know a smart appearance can help them get a job.



4. But can our clothes really tell people what we are like? Maybe not, but they can show our attitude to what we're doing at that moment. When people see us in the right clothes they think we are serious about what we are doing. Furthermore, if we are clean, smart and polite, people will have confidence in us. If people are good at their jobs, are the clothes they wear really important? Well, would you feel happy visiting a doctor who is wearing a dirty old T-shirt and torn jeans?

### 2. PW. Create a paragraph on: "Can you judge people by their appearance?"

## Reading

### 3. PW. Read and interpret the content expressing your opinions.

Today teenagers want to wear their own clothes so that they can express their personalities. But if you ask the same students what they wear when they get home, they'll answer-jeans!

Most teenagers like wearing jeans because they are a symbol of freedom. When you wear jeans you say that you don't have to follow the dress codes of offices, and factories. However, although jeans have this image today, they were originally the uniform of the working man.



The first people wearing jeans were sailors in the Italian city of Genoa. That was 1600! In fact, the name for these trousers comes from the French name for the city: Genes. Over two hundred years later in California, a man called Levi Strauss sold extra strong jeans to miner and they became the working trousers for American men. Today jeans are very fashionable but most people wear them for the same reasons as the Italian sailors: they are comfortable and practical. In fact, they are so popular that some people say they are the uniform of the 21st century.

### 4. PW. Find the words according to their definitions.

1. Opinions or feelings that you show by your behaviour.
2. Considered to be acceptable and correct.
3. Clothes that are for informal situations.
4. To go to or be present at an event or activity.
5. Something damaged by pulling it apart.
6. To form an opinion about something using the information you have.
7. Ideas that are sometimes wrong, about what someone or something is like.
8. The people who work for a particular company or organization.
9. The name of a product made by a particular company or organization.

### 5. IW/PW. Make up a paragraph about clothes.

#### Model:

Clothes can be comfortable and casual, smart and stylish, or colourful and **eccentric**. That's fine, but **beware** if what you're wearing is too different or **daring**. It is not your personality or opinions, but your appearance that can cause **disapproval**. Clothes, it seems, can sometimes **provoke** a strong reaction.

## Writing

### 1. **PW.** Write a short paragraph about (A) or (B).

#### A) The clothes that you wear to school:

- *Do you have to wear a school uniform? Do you have a school dress code?*
- *Do you think school uniforms are a good or bad idea?*

#### B) The clothes that you like to wear outside school:

- *What clothes do you like to wear ?*
- *What do you wear when you meet your friends?*
- *Do your friends wear similar clothes?*
- *What do your parents think of your clothes?*

### 2. **PW.** Group the adjectives describing the clothes and put them in the correct column.

*blue large old wonderful plastic patterned\* white short  
brown woolen amazing silk cotton fashionable shiny*

opinion	size	age	colour	material	noun
• wonderful • •	• short • •	• old • •	• red • •	• cotton • •	• socks • boots •

Self-Assessment	Level Reached			
Description of Achievement	Excellent	Good	Fair	Poor
<b>Reading/Writing</b> <b>I can:</b> <ul style="list-style-type: none"> <li>• <i>read and match the headings to the paragraphs</i></li> <li>• <i>express my own ideas on clothes/uniforms</i></li> <li>• <i>read and interpret the content of the text</i></li> <li>• <i>find the words according to their definition</i></li> <li>• <i>write a short paragraph on clothes</i></li> <li>• <i>group the adjectives describing the clothes and put them in the correct column</i></li> <li>• <i>create a paragraph on the topic</i></li> </ul>				

\*patterned - shaped, decorated, ornamented.

## Writing

**3. PW. Choose the best conclusion for the text. Or which is the best conclusion of the text?** (See task 1 on page 153).

- A) People's appearance doesn't tell us anything about them. Their clothes can't tell you if they are good at their jobs.
- B) We use clothes to help us make decisions about the people we meet. Clothes can show us what other people are like and how serious they are about the things they are doing.
- C) Clothes give us a lot of information. Teachers use clothes to make quick decisions about their students.



**4. PW. Put the words in the correct order and make up sentences.**

*Model: She's wearing elegant black high-heeled shoes.*

- 1. wearing/shoes/elegant/black/she's/high-heeled.
- 2. shiny/is/roll neck/great/this/nylon/a
- 3. she/is/flowery/awful/an/cotton/wearing/dress.
- 4. a/that's/stripy/shirt/cotton/smart.
- 5. wear/I'd/stripy/and/top/jeans/a/stylish.

**5. PW. Complete the sentences with the words given in the box.**

a) dress code  
d) fashionable

b) attitude  
e) white coats

c) jeans  
f) casual

- 1. Do we use the adjective \_\_\_\_ to describe formal or informal clothes?
- 2. Which adjective means something is popular at a particular time? \_\_\_\_
- 3. Physicians and scientists always wear \_\_\_\_.
- 4. The first people who wore \_\_\_\_ were Italian sailors.
- 5. Nowadays a lot of schools have a \_\_\_\_.
- 6. Clothes can show our \_\_\_\_ to what we're doing at that moment.

## Assessment 1

### Test

#### 1. Choose the best answers. You can choose more than one answer.

##### 1. People ....

- a) decide very quickly what the people they meet are alike.
- b) only need three seconds to ask about the clothes brands you wear
- c) never judge others by their appearance
- d) want their clothes to be very fashionable

##### 2. School uniforms ....

- a) help students to be serious about clothes
- b) make students understand school is important in their lives
- c) make teachers feel students are a part of their school
- d) look the same on rich and poor students

##### 3. University students ....

- a) never wear jeans and T-shirts in their final year
- b) often wear white coats over their casual clothes.
- c) know it's important to dress well for an important occasion.
- d) prefer to wear brand clothes

##### 4. Clothes can tell people ....

- a) what we think about our work
- b) what someone studied at university
- c) that we are confident
- d) the character of the people

#### 2. Answer the questions and use your own words and ideas looking through task 1 on page 153.

- 1. Do you think the author is right about school uniforms? Why?/ Why not?
- 2. Do you have stereotyped images of the clothes people should wear for particular jobs? Give some examples.
- 3. What do you think your clothes can tell people about you?
- 4. Apart from clothes, what other things do you think tell us what a person is like?



## Lesson 2. Looking Good

### What you'll learn:

**Vocabulary:** Appearance

**Grammar:** Quantifiers

**Speaking:** Complimenting on clothes or appearance

**Writing:** A paragraph about culture note in Azerbaijan

### WORD FILE

**beholder** [bi'həʊldə] (*n*) a person who sees or observes someone or something. *The building and landscape can elicit imaginative responses from the **beholder**.*

**bridal** [braɪd(ə)l] (*adj*) of or concerning a bride or a newly married couple. *Her white **bridal** gown.*  
*The **bridal** party came out into the church porch.*

**extravagant** [ɪk'strævəg(ə)nt] (*adj*) lacking restraint in spending money or using resources. *It was rather **extravagant** to buy both.*

**fad** [fæd] (*n*) an intense and widely shared enthusiasm for something, especially one that is short-lived; a craze. *Some regard green politics as no more than the latest **fad**.*

**grace** [ɡreɪs] (*n*) smoothness and elegance of movement. *She moved through the water with effortless **grace**.*

**indulge** [ɪn'dʌldʒ] (*v*) allow oneself to enjoy the pleasure of. *We **indulged** in a cream tea.*

**self-esteem** [ˌselfe'sti:m] (*n*) confidence in one's own worth or abilities; self-respect. *Assertiveness training for those with low **self-esteem**.*

**striking** [straɪkɪŋ] (*adj*) attracting attention by reason of being unusual, extreme, or prominent. *The murder bore a **striking** similarity to an earlier shooting.*  
*It is **striking** that no research into the problem is being carried out.*

**zipper** ['zipə] (*n*) a device used to open and close parts of clothes and bags that consists of two rows of metal or plastic teeth which separate or fasten together as you pull a small tag along them.

**well-to-do** [wel tə 'duː] rich enough to be able to do and buy most of the things.

**wig** [wɪɡ] (*n*) a covering for the head made of real or artificial hair, typically worn by judges and barristers in law courts or by people trying to conceal their baldness.

## Listening/Speaking

1. **PW.** Look at the photos, compare them and say what countries the clothes show.



**Model:** We see Azerbaijan men's and women's national clothes in the first picture.

2. **PW.** Listen and practise. Pay attention to Remember box below.

**A:** You look beautiful in that kimono, Mary. Is this your wedding photo?

**B:** Yes, it is.

**A:** Do most Japanese women wear kimonos when they get married?

**B:** Yes, many of them do. Then after the wedding ceremony, the bride usually changes into a Western bridal dress during the reception.

**A:** Oh, I didn't know that.

REMEMBER

### Complimenting on Someone's Clothes and Appearance

- What a beautiful dress! It matches your eyes very well!
- Those are smart jeans!
- Your **puffy**\* skirt fits you very well!
- I love your hairstyle!
- Wow! You look/You are looking very good!

\***puffy** - gathered to give a rounded shape.

## Listening / Speaking



*different places.*

*Do you find any of these fashions attractive?*

In Azerbaijan, India, Pakistan, the Middle East, and Africa, women paint their faces and hands with henna for special occasions and at the weddings.

Paduang women of Myanmar begin **lengthening**\* their necks with gold hands at the age of five or six.

In New Zealand, it is traditional for Maori men to decorate their faces and bodies.

In the 18th century in Europe, **well-to-do** men and women wore extravagant **wigs** and clothing.

### 4. PW. Listen and answer the questions.

#### The Story of the Zipper

Whitcomb Judson got a patent for the zipper in 1890. But this zipper didn't work and nobody wanted it. Judson showed it to millions of people at Chicago World's Fair. He sold only 20 zippers. In 1913 Gideon Sundback made a better zipper. But this zipper wasn't sold well either. Then ten years later, B.F. Goodrich became interested in the zipper. That's when zippers started to be sold. At that time B.F. Goodrich had a new product for the feet. He made rubber boots to protect people from the rain. He called these boots "galoshes." He liked the zipper and bought 150,000 for his galoshes. After that zippers were sold everywhere.

- *What things do people do today to make themselves more attractive?*
- *Which techniques do you think are the most successful?*
- *Why do tastes change over time from culture to culture?*
- *What do you think about this expression:*  
*"Beauty is in the eye of the beholder." Do you agree to it?*
- *When and where was zipper made?*

\*depict - show or represent by drawing, painting or other art form, describe

\*lengthen - make or become longer.

## Listening and Speaking

### 5. PW. Listen and practise.

**Margo:** Hello! Don't you think you might be a little **overdressed**\*?

**Paul:** What do you mean?

**Margo:** The invitation said "casual".

**Paul:** Oops. I thought we were supposed to get dressed up.  
Be right back.

**Margo:** How's this?

**Paul:** Now that's a little too casual.

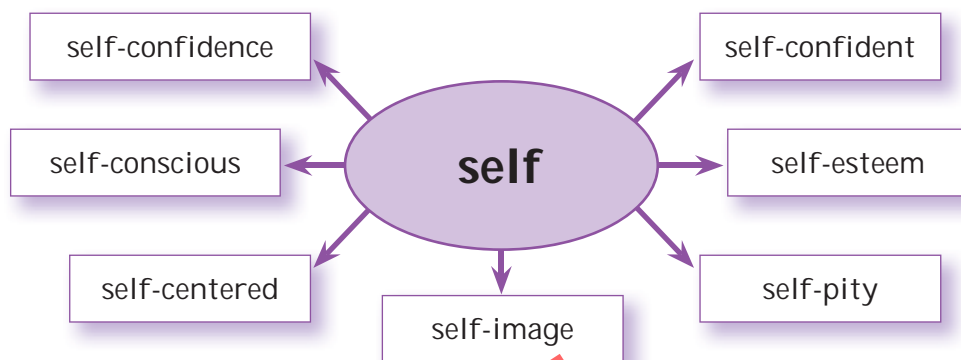
**Margo:** I wish you'd make up your mind.

**Paul:** And what's with the baggy pants?

**Margo:** Ok. If I change into a polo shirt and a pair of **slacks**\*,  
(*not tightly held in position; loose*) will that work?

**Paul:** Perfect!

### 6. PW. Discuss appearance and self-esteem (a feeling of being happy with your own character and abilities). Use a dictionary to find other words with the prefix self-.



- a) the belief that one has the ability to do things well
- b) the opinion one has about one's own abilities, appearance, and character
- c) the feeling of being sorry for one-self
- d) the attitude of acceptance and approval of oneself
- e) sure of oneself/not shy or nervous in social situations
- f) **tending**\* to find fault with oneself
- g) nervous or uncomfortable because you are worried about what people think about you

\***overdressed** - dressed in a way that is too elaborate or formal for a particular situation.

\***tending** - regularly or frequently behave in a particular way or have a certain characteristic.

## Grammar Booster

**Some quantifiers can be used only with singular count nouns.**

<i>one</i> person	<i>each</i> manager	<i>every</i> employee		
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**Some quantifiers can be used with plural count nouns.**

<i>two</i> problems	<i>several</i> young people	<i>a few</i> managers	<i>a majority of</i> professionals	<i>both</i> girls
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**Some quantifiers can be used only with non-count nouns.**

<i>a little</i> productivity	<i>much</i> choice	<i>a great deal of</i> interest	<i>not as much</i> satisfaction	
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**Some quantifiers can be used with both count and non-count nouns.**

<i>Count Nouns</i>	<i>Non-count Nouns</i>
<i>more/most</i> students <i>no</i> people <i>some/any/all</i> employees	<i>more/most/</i> money or time <i>no</i> choice <i>some/any/all</i> money

**7. PW. Choose and fill in the gaps with the quantifiers in the box looking through the Grammar box above.**

- ... people like dancing.
- I spend ... my time at school.
- ... teenagers like wearing jeans.
- ... students know ... Chinese.
- ... employees are going to Moscow next year.
- ... manager knows that bosses are interested in all innovation.
- He knows ... foreign languages.

**a lot of   a little   many  
much   a few   most   each   a  
number of   all   every**

**8. PW. Tick the sentences that are true about your country. If they aren't true, change them using the new vocabulary appropriately.**

- People in offices tend to wear casual clothes to work.
- People don't tend to dress up when they go out.
- Women tend to wear a lot of make-up and jewellery.
- Young women don't tend to go out in groups.
- Parents tend to be strict with their daughters about going out.

## Listening / Speaking

**8. PW.** Complete the sentences with the words from the box and explain their meaning.

self-pity    self-esteem    low-esteem    self-confidence  
self-conscious    self-critical    self-image

1. Parents can build their children's ... by praising their accomplishment.
2. High ... can help a person succeed, and ... can be damaging.
3. Everyone at the meeting was dressed casually, so I felt ... in my suit.
4. Mark's ... improved after he started his new job.
5. It's easy to indulge in ... when you're faced with problems.
6. Paul is too ... He always focuses on his mistakes rather than his accomplishments.
7. Aydan is a very ... capable girl. She'll do well at university.

## Glossary

**to match** - 1) to be in harmony with something

2) to have a pleasing appearance when used together

**to suit** - 1) to be convenient for somebody or the best choice in particular situation

2) to make somebody look attractive

**to fit** - to be of the correct size or shape

**to dress down** - dress informally

**to dress up** - dress in smart or formal clothes

**Idiom:** *Fit Like a Glove!* = *Clothes Fit Very Well!*

**Samples:**

- *Buy this white blouse. The colour really suits you!*
- *Fashionable women usually buy handbags to match their shoes.*
- *These shoes don't fit me, I need a bigger size.*

## Grammar Booster

Adverbs	Gradable Adjectives
extremely    deeply    very immensely    rather    really slightly    reasonably	angry    busy    rich comfortable    quiet    strong important
Adverbs	Ungradable Adjectives
absolutely    entirely completely    really simply    totally	amazed    awful    dreadful impossible    terrible useless    furious
<b>Sample:</b> <i>a completely impossible problem</i>	



## Reading

### 1. GW. Read the text and find the quantifiers. Define the style of reading.

#### Dressing up for Work

Most professionals around the world wear formal business attire to work in company offices. In many countries there is an unwritten dress code making **mandatory**\* for a man to wear a dark suit and a tie and for a woman to wear a skirted suit. But in several countries more companies are experimenting with casual business dress during working hours. In Australia during the hotter summer months, a number of companies are allowing employees to leave their suits at home. And in the United States, half of all office workers are/is allowed to dress down on Fridays. One third of U.S. companies makes the standard business suit optional-allowing casual clothing every day. There is a great deal of interest in a casual dress code because of its attraction to new employees. However, some critics complain that casual dress in the office causes a lot of problems, such as less productivity. Each manager needs to decide if "business casual" is right for his or her company. A few experts in the fashion industry claim that the trend toward a casual office dress is on the way out. But a recent survey has found that a majority of employees say their company's dress code is at least as casual or more casual than it was two years ago.



### 2. GW. Discuss and answer the following questions.

- What jobs do you think the people in the pictures do?
- What do you think a person's clothes can tell us about them?
- How do professionals dress for work in our country?
- Do people ever wear "business casual"?
- Do you think the way a person dresses has an effect on how he or she works? In what way?

\***mandatory** - required by law or mandate; compulsory.



## Writing

1. **PW.** Search for Culture Note in Azerbaijan and prepare a presentation about it looking through the model. Then compare it with your partner's.

### Culture Note

In Britain people usually compliment on the things they like about the people they are talking to. They also expect to hear "Thank you!" in response to a compliment. Besides, they add something to support the conversation. In Britain people usually do not disagree with compliments. Sometimes they compliment in return. Most people in Britain are used to paying big compliments even if they are describing everyday objects and events. Too many compliments may be considered as **insincerity**\*. But not enough compliments may be considered as a sign of dislike.

2. **PW.** Think and explain. Read the quotes and write your answer:

#### Which quote sounds the most like to you?

1. Clothing should express your individuality. I don't want to behave and think in the same way as most other people behave. I prefer to stand out in a crowd.
2. "What I wear may not be the most trendy-but I like it that way. I'd rather be more comfortable than fashionable."
3. The way you dress affects how people perceive you, so it's important to dress well. I always choose designer labels-"They're the best".
4. I draw the line at wild and crazy clothes. I just don't like to attract attention to myself. I'm a lot more comfortable in **subdued**\* (*unusually quiet, not very bright*) colors and classic styles."
5. "I prefer a look that isn't just a fad, something interesting for a short period of time that won't be in style for very long. I prefer clothes that are well made - they may cost a bit more, but they last longer."

3. **GW.** Create a short paragraph answering these questions.

- Do you think most people are self-conscious about how they look?
- Do you think people should just accept the way they look or try to change their appearance?
- What should one's self-esteem be based on in an ideal world?

\***insincerity** - the quality of not expressing genuine feelings.

\***subdued** - (of a person or their manner) quiet and rather reflective or depressed.

## Writing

### 4. PW. Fill in the gaps with the suitable verbs.

1. Policemen \_\_\_\_ uniforms so everyone knows who they are.
2. It's cold. I think I'll \_\_\_\_ a pullover before I go out.
3. I always \_\_\_\_ very quickly in the morning.
4. William is only a baby. His mother has to \_\_\_\_ his shoes for him.
5. At a wedding, people usually \_\_\_\_ their best clothes.
6. After I get out of swimming pool, I dry myself, \_\_\_\_ and go home.

### 5. IW/PW. Describe your values including a specific example. Then compare your explanations with your partner's. Do you have the same values?

1. I'm modern in my attitude to modesty. \_\_\_\_\_  
I'm old-fashioned in my attitude to **modesty\***. \_\_\_\_\_  
**Explain** \_\_\_\_\_
2. I think tattoos and body piercing are harmful. \_\_\_\_\_  
**Explain** \_\_\_\_\_
3. I think the rules should be the same for everyone.  
I think the rules should be different for everyone.  
**Explain** \_\_\_\_\_

Self Assessment	
Criteria	Activities
I remember everything about	the word-stock and the meanings of the words describing clothes such as chic, striking, elegant, fashionable, trendy, tacky, flashy, attractive, unattractive, etc.
I have no problems with	<ul style="list-style-type: none"> <li>▪ building up sentences using new words and their meanings about clothes</li> <li>▪ finding correct/suitable quantifiers</li> <li>▪ grouping the words in the table showing attractive and unattractive fashions and giving reasons</li> </ul>
I think I need some more practice with	<ul style="list-style-type: none"> <li>▪ thinking and explaining on different quotes on wearing clothes and writing about them</li> <li>▪ writing a paragraph/an essay on national clothes in different countries</li> </ul>
I think I need a lot more practice on	making a culture note n Azerbaijan and in different countries

\***modesty** (n) the quality or state of being unassuming in the estimation of one's abilities

## Assessment 1

### 1. Comment on fashion and style. Complete each statement about fashions in your own way.

1. I prefer clothes that ... .
2. I don't like to ... .
3. I like it when people wear clothes that ... .
4. I dislike it when people wear clothes that ... .
5. We prefer traditional (classic)... .
6. I dislike extravagant... .

### 2. Group the words in the table and write why you find some fashions attractive and some unattractive. Give reasons.

old-fashioned   out of style   tacky   flashy   shocking   well-made   classic   comfortable   stylish   elegant   striking   trendy

#### Attractive

- fashionable
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Unattractive

- tacky (*sticky*)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3. Circle the correct quantifier. Explain your answer.

1. **Most/much** business people today prefer to dress casually.
2. **A number of/a great deal of** companies would prefer not to change their dress codes.
3. **All/every** manager has to decide what is the best for the company and its employees.
4. **One/several** company in New Zealand decided to try a "casual summer" because the summers are always so hot.
5. Research has shown that a business casual dress code has resulted in **less/a few** job dissatisfaction among professionals.
6. **A little/a few** companies are returning to a more formal dress code

## Lesson 3. We Need to Recycle Clothes

### What you'll learn:

**Vocabulary:** Recycling Clothes/Fashion

**Speaking:** Famous fashion shows

**Writing:** A short essay about recycling clothes, designing, a booklet and a poster.

### WORD FILE

**bead** [bi:d] (*n*) a small piece of glass, stone, or similar material that is threaded with others to make a necklace or rosary or sewn on to fabric. *Long strings of beads.*

**convey** [kən'veɪ] (*v*) transport or carry to a place.

**disapproval** [dɪsə'pru:vəl] (*n*) possession or expression of an unfavourable opinion.

**disorders** [dɪs'ɔ:də] (*n*) a state of confusion.

**excessive** [ɪk'sesɪv] (*adj*) more than is necessary, normal, or desirable; immoderate.

**impact** ['ɪmpækt] (*n*) the action of one object coming forcibly into contact with another. *There was the sound of a third impact.*

**initially** [ɪ'nɪʃ(ə)li] (*adv*) at first.

*Initially, he thought the new concept was nonsense.*

**keep up with** - (*v*) learn about or be aware of (current events or developments) *Even though he's been travelling, he's kept up with what's going on back home.*

**patch** [pætʃ] (*n*) a piece of cloth or other material used to mend or strengthen a torn or weak point. *The jacket was of well-worn tweed with leather patches on the elbows.*

**scent** [sent] (*n*) a distinctive smell, especially one that is pleasant. *The scent of freshly cut hay.*

**seth** [seθ] (*n*) a merchant or banker.

**sweatshirt** [swetʃə:t] (*n*) a loose, warm sweater, typically made of cotton, worn when exercising or as leisurewear.

**tatty** ['tæti] (*adj*) worn out and shabby; in poor condition.

*Tatty upholstered furniture.*

**tray edge** [treɪ edʒ] (*v*) 1. provide with a border or edge.

2. move or cause to move gradually or furtively in a particular direction

## Listening/Speaking

### 1. PW. Listen and discuss the questions.

- *Have you ever seen fashion shows?*
- *Do you like fashion shows?*
- *Have you ever thrown away clothes?*
- *How can old-fashioned clothes be recycled?*



## Reading

**1. GW. Read and tick the correct one. Say why recycling and reusing clothes is important.**

The text is about designers who...

- a) \_\_\_ save energy at their fashion shows.
- b) \_\_\_ never throw away clothes
- c) \_\_\_ make clothes from recycled materials.



**A.** People from all over the world come to London Fashion Week. This year, one fashion show at the Science Museum is different. Models walk down the **catwalk\*** to loud music and photographers take hundreds of photos. But that happens in every show, so what's different? The answer is, of course, the clothes.

**B.** All the models are wearing clothes made from reused materials which usually end up in our rubbish bins. For example, one model is wearing a hat and jewellery made from old CDs, another is wearing a jacket made from firemen's old trousers and another is wearing a pair of shoes created from car seats.

**C.** The show is from five "eco-designers" who have new collections. They want to make clothes, but not to create waste. These designers recycle and reuse old materials to create their new styles.

**D.** The designers are all worried about the impact of clothes on the environment. "We are seeing a culture where people are buying clothes, then throwing them away," says one of the designers. "We need to recycle much more."

**E.** Every year in the UK, people throw away two billion kilograms of clothes, which often come from cheap fashion shops. This creates too much rubbish for councils and it's sometimes difficult to recycle the materials.

London is an important fashion capital city. The London Fashion Week is held every year. The Fashion Show is open to journalists and public. It is an important business event.

**2. PW. Search the Internet and find facts of reusing clothes in Azerbaijan and share them with the class.**

\***catwalk** - a platform extending into an auditorium, along which models walk to display clothes in fashion shows.



## Reading

**3. GW. Match headings 1-6 with paragraphs A-E on task 1, page 170.**  
**One is extra.**

1. The problem of cheap clothes
2. Designers who recycle
3. Clothes made from rubbish
4. One designer's opinion
5. Fake designer goods
6. A fashion show with a difference



**4. GW. Say True or False.**

1. Photographers take a lot of pictures at the show.
2. A designer made jewellery from old CDs.
3. All the models wear firemen's trousers.
4. The show has clothes from two designers.
5. People often recycle clothes from cheap fashion shops.
6. Recycling materials can sometimes be a problem.
7. Only people from the UK come to London Fashion Week.

**5. IW. Read and say why recycling and reusing clothes is important. Then find out the relationship of recycling clothes with global problems on the internet and make a presentation.**

When I was young, we never used the word recycling. It wasn't important. People would think you were crazy for recycling things. Today, things are different. We now know we have a problem. We use too much stuff and throw everything away. Lots of the stuff we throw away is very useful. It can be used again, or recycled. This is good for the environment because we use fewer natural resources. I love recycling. It makes me feel as though I'm helping the Earth. I even buy things like used furniture and clothes. Some of the countries I've lived in are experts at recycling. There are giant bottle banks at the end of the streets and places to leave newspapers, clothes, batteries and metal.





## Writing

### 1. IW. Answer the questions and write.

1. Where is the fashion show held every year?  
\_\_\_\_\_.
2. What did the designers use car seats for?  
\_\_\_\_\_.
3. What did the designers use to make a jacket?  
\_\_\_\_\_.
4. How are these special designers called?  
\_\_\_\_\_.
5. What worries the designers?  
\_\_\_\_\_.
6. What does one designer think we need to do?  
\_\_\_\_\_.
7. Why is throwing clothes a problem?  
\_\_\_\_\_.

### 2. IW. Unjumble the words in the sentences.

People say that is beauty beholder the of eye the in. That means if someone thinks someone else is beautiful, then they are beautiful. is think idea beauty I the of interesting. Why things do or we some think people some are beautiful and others aren't? Some people think a building is beautiful, opposite think while the others. Much too spend nowadays People time and money on beauty. I agree with the expression, "beauty is only **skin deep**\*". that means This important really what's is someone's heart and character, not what they look like on the outside. It's a little strange, and unfair, that you have be to a be top beautiful actress to or even a news reader on TV. there think I for rights equal be should most of us "non-beautiful" people.

### 3. IW. Write a paragraph explaining your opinion about one of these expressions. Give concrete examples from your life.

- Beauty is only skin-deep.
- Beauty is in the eye of the beholder.
- Beauty is happiness.
- Beauty without **virtue**\* is like a rose without scent.
- Look at Leyly with Majnun's eyes. (*Nizami Ganjavi*)

\***skin-deep** - not deep or lasting; superficial.

\***virtue** - behaviour showing high moral standards.

## Writing

### 4. Complete the following sentences with phrasal verbs from the box in an appropriate form.

<b>dress up</b>	<b>get away with</b>	<b>keep up with</b>
<b>pull on</b>	<b>put together</b>	<b>smart</b>
		<b>stand out</b>

1. I go to at least ten big fashion shows a year, just to .... the latest designs.
2. Joan asked me to paint the flat with her, so I ... an old sweat shirt and my tattiest pair of jeans.
3. Henry could ... wearing jeans in his last job, but now he has had to ... himself.
4. Nigel ... for the party, but when he arrived, he really ..., as everyone else was wearing casual clothes.
5. Alice has .... an amazing outfit using recycled clothing and glass beads.

### 5. Discuss how culture has changed, include these topics into your discussion.

- Which changes do you think are good? Which changes are not good? Explain your Reasons.
- How do you think older people feel about these changes?
- Do you think men and women differ in their feelings about cultural changes? If so, how?

- I think clothing customs have become less modest. My mother had to wear a uniform at school. But by the time I started school, girls had stopped wearing them. Now girls can go to school in jeans and even in shorts!

### 6. Fill in the gaps with the words from the box.

<b>a) unfashionable</b>	<b>b) a month's salary</b>	<b>c) the same(2)</b>
<b>d) the craziest</b>	<b>e) strange</b>	<b>f) to feel trendy</b>
	<b>g) luxury brands</b>	
<b>h) at half the price</b>	<b>i) expensive</b>	<b>j) brand fashion</b>

Have you ever thought how ... (1) fashion is? People tell us what clothes to wear. That's weird. Fashion stores tell us what is in this summer or winter. People then buy ... (2) clothes and look like every one else because they want ... (3) . The thing is, fashion is about being an individual, but then we all wear clothes that are ... (4) as everyone else's! Keeping up with fashion is... (5) these days. Everyone is into ... (6). Have you seen how much the most fashionable sneakers are? How can kids afford them? ... (7) fashion is the ... (8). People spend ... (9) or more, on a handbag or watch. That's crazy. I'm happy with an unknown brand ... (10). I don't mind being... (11) .

## Assessment 1

### 1. Read and say if you agree (A) or disagree (D) with the sentences.

- |   | A | D |
|---|---|---|
| 1. If they had just one wish, girls ages eleven to seventeen say they would wish to be thinner.   |   |   |
| 2. Between the ages of ten and fourteen, the percentage of girls who are "happy with the way I am" drops from 60% to 29%.                       |   |   |
| 3. 80% of ten-year-old girls are on diets.  |   |   |
| 4. Between 5 and 10 million teenage girls and young women have an eating disorder-extreme dieting, that can be very dangerous for their health. |   |   |
| 5. Teenage cosmetic surgeries are growing at an <b>alarming rate</b> *.   |   |   |
| 6. 70% of girls say they have wanted to look like an actress. About 30% have actually tried to.   |   |   |

### 2. Cross out one quantifier that cannot be used in each sentence.

- Every/a few/most** older people find today's fashions pretty shocking.
- Our company says that it will allow us to dress down **one/a couple of/a few** days a week.
- Most/many/every** young girls aren't worried about the way they look.
- Much/A majority of/A number of** researchers are concerned about the effect the media has on young boys.
- Many/Most/Much** men wore their hair very short in the 1930s.
- I'd say your sister could use **some/a little/a few** fashion help.
- There are **several/most/many** reasons why so many people have eating disorders.
- A new study says that **most/many/every** children who watch TV for more than six hours a day may have problems with self-esteem as teenagers.

### 3. Write a paragraph about beauty using these words or phrases.

besides    furthermore    even though    on the one hand  
 nevertheless    therefore    in spite of    on the other hand  
 while    first of all    the fact is    that's why    in conclusion  
                          fact file    that    do you know

\*alarming rate - worrying or disturbing.

## Assessment 2

1. Read and say if you agree with this view point. Share your ideas with your classmates.

### Beauty is in the eye of the beholder

The line above is from the song “**Not Pretty enough**,” written and performed by Kasey Chambers, an Australian folk singer and songwriter. The words tell us a lot about what it’s like to be female in a society in which media such as television, movies, and magazines define what it means to be beautiful. In cultures where success and happiness are **equated\*** with being thin and attractive “just like models or movie stars,” many young women are left feeling either invisible or fat and unaccepted.



It might not surprise you to read that 75 percent of women in the United States think that they are “too fat”. But many people don’t realize how these ideas about body image have affected teenagers and children. You don’t have to look much farther than a **billboard\*** sign, magazine advertisement, or popular television show to see how girls and women are being presented and to understand how it affects them. Young people can benefit from realizing how much they are being targeted as a consumer group and how media messages are used to either sell them products or **convey** messages about body image, self-esteem, social values, and behavior.

2. Choose and write a paragraph on one of the following themes.

- ◆ About the clothes you wear
- ◆ About our national clothes
- ◆ About popular fashion shows in Azerbaijan and abroad
- ◆ About famous designers in Azerbaijan and abroad
- ◆ About famous people and their style



3. Write a short essay about recycling clothes answering these questions:

- *Is it important to recycle clothes? Why?*
- *Have you ever recycled clothes?*

4. Design a poster/a booklet on “Fashion Shows in Azerbaijan.”

\***equate** - consider (one thing) to be the same as or equivalent to another.

\***billboard sign** - a large outdoor board for displaying advertisements.

## Progress Portfolio

### 1. Read and answer the questions generalizing your opinions and relating them to real life clothing.

- Are clothes important to you?
- What do these people think about clothes, shopping-and, shoes?

1. I don't buy clothes very often and I don't think what people wear is very important. When I go shopping, I buy the clothes I need and that's all. I usually wear a pair of jeans, a T-shirt and some trainers, and a jumper or a jacket when it's cold. And I hate buying shoes - I've only got three pairs of shoes!

*Tural, from Azerbaijan*

2. I like looking good and I spend a lot of money on clothes every year, especially shirts and ties. I'm a lawyer, so what I wear at work is important. I go shopping every month and today I want to get some new trousers and a suit. Yes, what I wear is really important to me and to my friends!

*Yolanda, from Australia*

3. Oh, I love clothes! I buy fashion magazines every week and watch programmes about clothes on TV. And I really love shoes-I've got more than fifty pairs at home. My friends and I talk about clothes a lot and we go shopping every Saturday afternoon. What do I want to buy today? Some new shoes, of course!

*Michael, from the USA*

### 2. Correct the spelling mistakes and rewrite.

People say that beauty is in the eye of the beholder. That eanms if someone thinks someone else is beautiful, then they are beautiful. I think the eaid of beauty is negtriifnes. Why do we think some things or some people are beautiful and others aren't? Some people think a nudiiibg is beautiful, while others think the tpoioeos. People swoaynda spend too much time and money on beauty. I agree with the xeeispnsor, "beauty is only skin deep". This means that what's really important is someone's htear and character, not what they look like on the outside. It's a little rgentsa, and unfair, that you have to be beautiful to be a top actress or even a news reader on TV. I think there should be aeql rights for most of us "non-beautiful" people.

## Progress Portfolio

### 3. Look at the photo of a pair of jeans. How old do you think they are?

Read the text quickly to find out the style of reading.

\$25,000 may sound **excessive** for a **tatty** pair of jeans, but the ones in this picture are not an ordinary pair of Levi's. They are said to be one of the two oldest pairs left. They are certainly the most expensive!



Discovered last year in an old coal mine in Colorado, they were

**initially** sold for \$10,000 and then sold on again at a higher price. Then Seth Weisser paid even more for them. The co-owner of a store appropriately called What Comes Around Goes Around, decided to contact Levi's in San Francisco: "I sent them pictures of the jeans and they were delighted. They would have paid \$40,000!"

Levi's has its own museum and Lynn Downey, the company historian, said: I knew this would be a treasure that everyone in the company would want us to have, so Levi's agreed to pay one of the highest sums ever for a pair of old jeans."

**Apart from** a hole in the left pocket and frayed edges at the bottom, the jeans are in remarkably good condition for their age. Ms Downey was able to date them by their leather **patch**, which was added in 1886, and the single back pocket. A second pocket was added in 1902. She said: 'Perhaps the most important reason why Levi's bought these jeans is that the company lost everything in the 1906 San Francisco earthquake and the first 50 years of our history was destroyed.'

### 4. Now read these statements about the text and say whether they are true or false.

1. There are no other jeans as old as these.
2. Seth Weisser paid \$10,000 for the jeans.
3. Lynn Downey is an employer of Levi's.
4. The jeans are made completely of one material.
5. The jeans have fewer pockets than ones made after 1902
6. The Levi's company is more than 100 years old.

### 5. Underline the four superlative forms of the adjectives in the text.

### 6. Match the 1-6 with a-f.

- |                 |                  |
|-----------------|------------------|
| 1. too much     | a) remarkably    |
| 2. common       | b) remarkable    |
| 3. suitably     | c) appropriately |
| 4. pleased      | d) delighted     |
| 5. worn out     | e) excessive     |
| 6. surprisingly | f) ordinary      |

# UNIT 6. ATTRACTIONS OF THE WORLD

## Lesson 1. Amazing Places

### What you'll learn:

**Vocabulary:** The highest/the coldest/the driest/the wettest places in the world

**Grammar:** Revision of the degrees of adjectives

**Speaking:** Describing the highest/the coldest/the driest/the wettest places in the world

**Writing:** Designing "a fantasy tour" of any region/ country/continent that you would like to visit

### WORD FILE

**altitude** ['æltɪtju:d] (*n*) the height of an object or point in relation to sea level or ground level. *Flight data including airspeed and altitude.*

**dehydrate** [ di:'haɪ'reɪt ] (*v*) cause (a person or their body) to lose a large amount of water.

*His body temperature was high and he had become dehydrated.*

**edge** [edʒ] (*n*) the outside limit of an object, area, or surface.

*A willow tree at the water's edge.*

**mountain sticks** [maʊntɪn stɪk] (*n*)

**straddle** [ stræd(ə)l ] (*v*) sit or stand with one leg on either side of.

**subcontinent** [ sʌb'kɒntɪnənt ] (*n*) a large distinguishable part of a continent, such as North America or the part of Asia containing India, Pakistan, and Bangladesh.

**subsidiary** [ səb'sɪdɪəri ] (*adj*) less important than but related or supplementary to something; *syn:* secondary, minor

**summit** [ 'sʌmɪt ] (*n*) the highest point of a hill or mountain.

*She climbed back up the path towards the summit.*

**prominence** [prə'mɪnəns] (*n*) the state of being important

**venue** [venju:] (*n*) the place where something happens, especially an organized event such as a concert, conference, or sports competition.

**vicinity** [ vɪ'sɪnɪtɪ ] (*n*) the area near or surrounding a particular place.

**plummet** [ 'plʌmɪt ] **1**) a steep and rapid fall or drop **2**) a plumb or plumb line

**hence** [hens] (*adv*) as a consequence; for this reason

**plateau** [ 'plateəʊ ] (*n*) an area of fairly level high ground



## Listening/Speaking

1. **GW.** Look at the photos or watch a video and fill in KWL chart/table expressing your ideas on the highest, the largest, the coldest and the hottest places.

K	W	L
Lake Baikal is the deepest lake in the world	<ul style="list-style-type: none"> <li>• Where is it situated?</li> <li>• Why is it known as the pearl of Siberia?</li> </ul>	
	<ul style="list-style-type: none"> <li>• What is the driest/wettest place in the world?</li> </ul>	



### Model:

**Lake Baikal** is the deepest lake in the world. Many travellers on the Trans-Siberian railway make plans to stop at Lake Baikal, the deepest and oldest lake on the Earth. Lake Baikal holds around 20 percent of the world's fresh water. Located in Siberia, the 25-million-year-old lake is surrounded by mountain ranges. The lake is considered one of the clearest lakes in the world. Known as the Pearl of Siberia, Lake Baikal is the home of several resorts, making the area a popular vacation destination.

## Listening/Speaking

2. **GW.** Listen and fill in gaps with the words in the box paying attention to the degrees of adjectives looking through the "DYK" box.

- |                |            |              |               |
|----------------|------------|--------------|---------------|
| a) coldest     | b) hottest | c) best      | d) dehydrated |
| e) largest (2) | f) popular | g) dangerous | h) boring     |
| i) difficult   |            |              |               |

### DO YOU KNOW...?



Welcome to the (1)\_\_\_\_, highest and (2)\_\_\_\_ places in the world! How do people live in **Mali, West Africa**, where the temperature is often +50°C? John Baxter, a BBC journalist in Mali, says, People get up very early and they don't move very much in the afternoon. Surprisingly, they wear a lot of clothes (usually cotton) as this helps them not to get (3)\_\_\_\_. Houses are very hot and don't have air conditioning-the (4)\_\_\_\_ place to sleep is on the roof."

### Valley of Geysers in Russia

Situated on the Kamchatka Peninsula in the Russian Far East, the Valley of Geysers is the second (5)\_\_\_\_ geyser field in the world. The Valley of Geysers was discovered in 1941. Since then it has become one of the most (6)\_\_\_\_ tourist attractions in Kamchatka and attracts a lot of scientists and tourists.



### Victoria Falls



In Southern Africa, the Zambezi River flows across a flat **plateau** that extends hundreds of kilometres in all directions. It is here that one will find the (7)\_\_\_\_ waterfall in the world. It is formed as the full width of the Zambezi river **plummets** into a 108 metres high cleft. During the wet season, the spray from the falls can be seen nearly 50 kilometres away, **hence** the local name Mosi-oa-Tunya (The smoke that Thunders). The falls drop into a deep, narrow **chasm\***, which is connected to a long series of **gorges\***. This unique form allows the falls to be viewed face-on 60 metres away from the opposite side of the gorge.

\***chasm** - a deep fissure in the earth, rock, or another surface.

\***gorge** - a narrow valley between hills or mountains, typically with steep rocky walls and a stream running through it

## Listening/Speaking



Can you imagine living in a place which is four times colder than your freezer? This is **Yakutia in Siberia**, where in winter it is often  $-50^{\circ}\text{C}$  or lower. Valeria Usimenko, a housewife, says, "After a few minutes outside your nose fills with ice. It snows a lot and there is always a lot of ice and snow on top of the houses. The most (8) \_\_\_ time is the spring

- when the ice falls it can kill people. The winter is very (9) \_\_\_ because we can't go out much."

### in Bolivia

**La Paz**, the capital city in the world-is 4.090 metres above sea level.

It can be (10) \_\_\_ to breathe because there isn't much oxygen. Liz Tremlett, a travel agent who lives there, says, "When people arrive at El Alto airport we sometimes need to give them oxygen."

It is also the worst place to be if you drink too much beer. The next day you feel terrible because you get more dehydrated. But La Paz is a very good place to play golf. At this altitude, when you hit a golf ball it goes further.



## DO YOU KNOW... ?

One of the wettest places in the world is **Mount Wai'ale'ale**, in Hawaii. It rains 335 days a year, with an average rainfall of 9763 mm a year. One of the world's driest places is **Atacama Desert** in Chile. It only gets 0.01 cm of rain a year.

**3. GW. Answer the questions looking through the "Do You Know ...?" boxes and make up some more questions to ask your classmates.**

1. Where do people wear a lot of cotton clothes?
2. Where is a good place to play golf?
3. Where do people sleep on the roof?
4. When was the valley of geysers discovered?
5. Where do you need to be careful in spring?
6. At what airport do they give people oxygen and why?
7. What is Lake Baikal famous for?
8. How do people call Lake Baikal? Why?
9. Where is the first largest geyser attraction?

## Reading

**1. PW.** Read and define the reading style of the passage and create a presentation on the highest mountains/peaks on the earth.

### DO YOU KNOW...?

There are at least 109 mountains on the Earth with elevations greater than 7,200 metres (23,622 ft) above sea level. The vast majority of these mountains are located on the edge of Indian subcontinent and Tibet, with some peaks in Central Asia. Only those **summits** are included that, by an objective measure, may be considered individual mountains as opposed to **subsidiary peaks**. If we were to measure by peak height above sea level then starting with **Mount Everest** all 25 of the highest mountains in the world would be in the Himalayas.

#### Grandfather Mountain in the USA

Grandfather Mountain is a mountain, a non-profit attraction, and a North Carolina state park near Linville, North Carolina. At 5,946 feet (1,812 m), it is the highest peak on the eastern **escarpment\*** of the Blue Ridge Mountains, one of the major chains of the Appalachian Mountains. The Blue Ridge Parkway passes by the south side of the mountain and also passes over the nearby Grandmother Gap. It is located at the meeting point of Avery, Caldwell (highest point), and Watauga (highest point) counties.



#### Babadagh in Azerbaijan

Babadagh is a mountain in Quba District, Azerbaijan. It is considered a sacred site. Left: Babadagh (Grandfather Mountain) is the fourth highest peak in the Caucasus in Azerbaijan at 3,629 meters. It is located north of Ismayilli. At the top is a "pir" (a sacred place) dedicated to Hasrat Baba, a person received as a holy man, who is believed here in the past.



## Reading

**The Caucasus** located at the border of Europe and Asia, is situated between the Black Sea and the Caspian Sea. The Caucasus Mountains include the Greater Caucasus in the north and Lesser Caucasus in the south. The Greater Caucasus runs west-northwest to east-southeast, from the Caucasian Natural Reserve in the **vicinity** of Sochi on the north-eastern shore of the Black Sea nearly to Baku on the Caspian Sea. The Lesser Caucasus runs parallel to the Greater about 100 km south.



2. **GW.** Find out what these numbers stand for and express your attitude to the facts given in the paragraphs generalize your point of view on them.

280

7200

100

25

5,946

4.090

11.68

50

1,812

109

3,629

3. **PW/IW.** Search for more information or Fact File on the highest peaks and make a table looking through the model.

Everest Fact File:	
Name English	Mount Everest, (Tibetan:Chomolungma)
Elevation:	8,848 m
Location:	in the Himalayas, Nepal-China border.
Coordinates	
Summit temperature:	
Summit wind speed	
Registered in England	

## Writing

### 1. PW. Complete the sentences according to the passages. ( task 2, page 180)

1. During the ... season, the spray can be seen 50 km away.
2. The falls ... into a ... .. chasm.
3. The falls ... be viewed from the opposite side of the ... .
4. Babadagh is the ... highest peak in the ... in Azerbaijan.
5. It's formed as the ... .. of the Zambezi river ... into a 108 metres high cleft.

### 2. PW. Pay attention to the spelling and punctuation mistakes and correct them.

antartica is the coldest place in the world and it has the worst weahter the lowest temperatur on record is -89°C antarctica is also the wettest and the driest place in the world how is this possible it is the wettest place because 70 percent of the world's fresh water is in antarctica and 90 percent of the world's ice and it is the driest because in one place the dry valleys it never rains or snows the dry valleys is the most difficult place in the world for plants and animals-nothing can live or grow there



### 3. PW/IW. Search for more information and answer the questions.

1. Which are the longest rivers in the world?
2. Which are the biggest countries in the world?
3. Which is the smallest country in the world?
4. Which is the most densely populated place in the world?
5. Which country in Europe has the largest area?
6. Which is the largest island in the world?
7. Which are the highest mountains in the world?
8. Which country in the world has the greatest number of neighbours?
9. Which country in the world has the longest coastline?

### 4. GW. Project Work.

1. Design "a fantasy tour" to any region/country/continent that you would like to visit.
2. Find out what are the hottest/the coldest/the biggest/the wettest, etc. places in Azerbaijan and prepare a presentation.

## Writing

### 5. PW. Find and correct mistakes in the sentences.

**Model:** *There are at least 109 mountains on the Earth with elevations greater than 7,200 metres (23,622 ft) above sea level.*

1. There are more than 229 mountains on the Earth with elevations greater than 7,200 metres above sea level.
2. Babadagh (Grandfather Mountain) is the fifth highest peak in the Caucasus in Azerbaijan at 5,829 meters.
3. The majority of the highest mountains are located in Europe.
4. The world's wettest place is Atacama Desert in Chile.
5. The hottest place in the world is Yakutia in Siberia.

### 6. PW. Change the Indirect questions into the Direct Speech.

**Model:** *I want to know where La Paz is situated.*

*"Where is La Paz situated?"*

1. Can you tell me which is the deepest sea in the world?
2. Do you know that the world's driest place is Atacama Desert.
3. She says that the Valley of Geysers is the second largest geyser field in the world.
4. Do you know that Antarctica is the wettest place because 70 percent of the world's fresh water is in Antarctica.
5. The boy asks which country in the world has the most neighbours.
6. Can you tell me which country in the world is the biggest?

### 7. PW. Make up word combinations according to the passages and build up sentences.

**Model:** *subsidiary peaks*

1. subsidiary
2. major
3. the longest
4. the smallest
5. non-profit
6. objective
7. mountain

- a) chains
- b) country
- c) measure
- d) coastline
- e) ranges
- f) attractions
- g) peaks



## Assessment 1

### 1. Read and comment on the content of the passage.

#### Notable Peaks

Europe's highest mountain is **Mount Elbrus** 5,642 m (18,510 ft) in the Caucasus Mountains. Elbrus is 832 m (2,730 ft) higher than Mont Blanc, the highest peak in the Alps at 4,810 m (15,780 ft). The Caucasus Mountains are defined as the continental divide between Asia and Europe for the region between the Black and Caspian Seas.



The highest and the largest mountain on the earth is **Mount Everest**. Mount Everest is in the Himalayas, the highest mountain range in the world. It is about 8,848 m (29,029 ft) high. Mount Everest has been the inspiration for many Guinness World Records: from the simple fact of being the world's highest peak, to being the venue for the world's highest-altitude concert. As the world's highest peak, Everest always attracts adventurous climbers.

Despite being the highest peak on earth, Everest is not the highest mountain. No - at 8,848 m (29,029 ft), Everest is the highest mountain on Earth – in that it reaches the highest altitude – but the highest is actually Mauna Kea in Hawaii, USA. You can only see 4,205 m (13,796 ft) of it (the rest is underwater), but from its submarine base in the Hawaiian Trough, it reaches up for a total of 10,205 m (33,480 ft).



### 2. Complete the table according to task 1 above.

Places	Mountains/Peaks	Facts and events
The Caucasus		
Hawaii		
Elbrus		
other		

## Assessment 2

### 1. Listen to the text and match the questions 1-3 with the paragraphs A-C.

1. *What can people do there?*
2. *Where is it, and how big is it?*
3. *What is the scenery like?*

**A.** The Lake District National Park is in the north of England. There are 15 National Parks in Britain, but the Lake District is bigger than the others. It is about 55 kilometres from east to west and 55 kilometres from north to south. There are mountains, lakes, woods, towns, villages and even some beaches here.



**B.** The Lake District is famous for its beautiful scenery. There are a lot of mountains and hundreds of hills, 19 large lakes, and many smaller ones. This area has also got a lot of different animals: you can see rare animals like the red squirrel and the golden eagle here.

**C.** Over 40,000 people live and work in the lake District. There are also many visitors every year. You can go walking and climbing in the hills, fishing and horse riding, swimming and sailing on the lakes. You can also visit many pretty villages and towns, and the homes of two famous English writers: William Wordsworth (1770-1850) and Beatrix Potter (1866-1943). It is a very popular place for visitors because there is something for everyone!

### 2. Find True/False sentences.

1. There are fifteen National parks in the north of England.
2. The Lake District is forty five kilometres wide.
3. There aren't any beaches in the Lake District.
4. There are more than sixteen lakes.
5. Forty thousand people visit the Lake District every year.
6. You can visit the homes of two famous English writers.

### 3. Find out which of these outdoor activities are mentioned in the text.

#### Outdoor activities

birdwatching   canoeing   climbing   cycling   fishing   diving  
skiing   walking   biking   swimming   sailing   snowboarding  
horse riding   mountain biking

## Lesson 2. Main Attractions of the World

### What you'll learn:

**Vocabulary:** Attractive places

**Speaking:** Describing the main attractions of the world

**Writing:** Prepare a presentation about the places of interest

### WORD FILE

**astounding** [ə' staʊndɪŋ] (*adj*) so surprising that it is difficult to believe  
**clam** [klæm] (*n*) a shellfish that can be eaten. It has a shell in two parts that can open and close.

**dugong** [' du:gɒŋ] (*n*) a large sea animal with thick greyish skin, which lives mainly in the Indian Ocean and eats plants

**dwelling** [dwelɪŋ] (*n*) a house, flat, or other place of residence.

*The proposed **dwelling** is out of keeping with those nearby.*

**glow** [gləʊ] (*n*) a steady radiance of light or heat

**inshore** [ɪn'ʃɔ:] (*adj/adv*) towards or close to the land

**inadvertently** [ɪnəd'və:t(ə)ntli] (*adv*) without intention; accidentally.

*His name had been **inadvertently** omitted from the list.*

**mangrove** [' mæŋgrəʊv] (*n*) a tropical tree that grows in mud or at the edge of rivers and has roots that are above ground

**penetrate** [penɪtreɪt] (*v*) go into or through (something), especially with force or effort. *The shrapnel had **penetrated** his head.*

*Tunnels that **penetrate** deep into the earth's core.*

**quaint** [kweɪnt] (*adj*) attractively unusual or old-fashioned

**reef** [ri:f] (*n*) long line of rocks or sand near the surface of the sea

**snorkel** [' snɔ:k(ə)l] (*n*) a tube for a swimmer to breathe through while under water

**streamer** [' stri:mə] (*n*) a long, narrow strip of material used as a decoration or symbol

**subsequent** [səbsɪkw(ə)nt] (*adj*) coming after something in time; following. *The theory was developed **subsequent** to the earthquake of 1906.*

**tuck away** (*v*) store sth. in a secure place

## Listening/Speaking

1. **CW.** Look at the following attractions/pictures and speak about them giving your opinions.



### Model:

**The Sultan Ahmed Mosque** or the Sultan Ahmet Mosque, in Turkish: Sultan Ahmet Camii is more commonly known as the **Mount Elbrus Blue Mosque** because of the colour of tiles inside the building. The building was designed by Sedefkar Mehmed Aga and the construction started in 1609 during the reign of Ahmed I. The Sultan Ahmed mosque was constructed to show the power of the Ottoman Empire to the world and it is considered to be the last great mosque to be constructed during the glorious era of Muslim rule. The mosque has five main **domes**\*, six minarets, and eight secondary domes.

### Hermitage Museum

The State Hermitage Museum, the second largest in the world is a massive museum of art and culture. The State Hermitage Museum is situated in Saint Petersburg, Russia. It was founded in 1764 when Empress Catherine the Great acquired an impressive collection of paintings. The collections occupy a large complex of six historic buildings including the Winter Palace, a former residence of Russian emperors.

\***dome** - a round roof of a building or structure, typically with a circular base



## Reading

2. **GW.** Find the meaning of unknown words. Read the passages and make a presentation.

### Cliff Dwellings In Iran and Turkey

Centered in modern day Turkey, **Cappadocia** has passed between hands many times. Built up over time for defense as much as shelter, narrow passageways have made it **notoriously** difficult for invaders to **penetrate** the perimeters of many of these underground cave complexes.



**Tucked away** in the northwest corner of Iran is the **quaint** and mysterious thirteenth century **village of Kandovan**. It's a village in Sahand Rural District, in the Central District of Osku County, East Azerbaijan Province, Iran. This village consists of manmade cliff dwellings which are still inhabited. The **troglodyte**

homes, excavated inside volcanic rocks and tuffs similar to dwellings in the Turkish region of Cappadocia, are locally called "Karaan".

**Great Barrier Reef** – Visible from outer space, the World Heritage-listed Great Barrier Reef is one of the world's largest coral reef system on the planet. In 1975 the Great Barrier Reef Marine Park was established to protect its fragile ecosystems, which include more than 2,900 individual reefs; 900 islands; 300 **coral cays**; and **inshore mangrove** islands. One of the seven wonders of the natural world, the park stretches for 2,300 km (1400 miles) over an area of approximately 344,400 square kilometres. The reef is located in the Coral Sea, off the coast of Queensland, Australia. Diving and **snorkelling** are spectacular. The **astounding array** of marine life includes soft and hard corals, more than 1,600 species of tropical fish, sharks, **dugongs**, dolphins, turtles, rays, and giant **clams**.



## Reading

### Pamukkale

The surreal, brilliant white **travertine\*** terraces and warm, limpid pools of Pamukkale hang, like the petrified cascade of a mighty waterfall, from the rim of a steep valley side in Turkey's picturesque southwest. Truly spectacular in its own right, the geological phenomenon that is Pamukkale, literally "Cotton Castle" in Turkish, is also the site of the remarkably well-preserved ruins of the Greek-Roman city of Hierapolis.



**St. Basil's Cathedral** – Built between 1555 and 1561 and situated in the heart of Moscow, the Cathedral of Vasily the Blessed, commonly known as Saint Basil's Cathedral, is a church in Red Square. It has been among the top tourist attractions in Russia. It is not the building's interior artifacts that attract visitors, but rather the cathedral's distinctive architecture. Designed to resemble the shape of a bonfire in full flame, the architecture is not only unique to the period in which it was built but to any subsequent period. There is no other structure on the earth like this.

**The Great Buddha of Kamakura** is a colossal outdoor representation of Amida Buddha, one of Japan's most celebrated Buddhist figures. Cast in bronze, the Great Buddha stands at over 13,35 meters (43.8 feet) high and weighs nearly 93 tonnes. The statue reportedly dates from 1252. Although it originally was housed in a small wooden temple, the Great Buddha now stands in the open air as the original temple was washed away in a tsunami in the 15<sup>th</sup> century.



**3. PW. Search for more information about the most famous places and complete a table looking through the model.**

Places	Countries	Facts and events
The Great Buddha of Kamakura		
St. Basil's Cathedral		
Pamukkale		
Cappadocia		
The village of Kandovan		
Great Barrier Reef		

\*travertine - white or light coloured chalky rock deposited from mineral springs

## Writing

**1. GW.** Find out some information about a mosque or a church in Azerbaijan and make a presentation.

**2. IW.** Write about some other wonders of the world and answer:

What are they remarkable for?

Which of them would you like to visit? Why?

Why do these wonders attract many people?

**3. PW.** Generalize your points of view on the following statements and prepare a reasonable speech on one of them.

- *Why the Sultan Ahmed mosque is called the Blue Mosque;*
- *How many minarets the Sultan Ahmed mosque have;*
- *Where Great Barrier Reef is situated;*
- *If Great Barrier Reef is manmade or natural wonder;*
- *What kind of animals live in the Reef;*
- *Where Aurora Borealis appears;*
- *Which village consists of manmade cliff dwellings which are still inhabited.*

**4. Complete the sentences according to the passage.**

- 1) The Sultan Ahmed Mosque is more commonly ... .
- 2) The Sultan Ahmed Mosque is called ... .. in Turkish.
- 3) ... .. by Sedefkar Mehmet Aga and the construction ... ..
- 4) ... .. to complete the mosque ... ..
- 5) The mosque was built with ... .. and one large ... .

**5. GW.** Give the definitions of the following words and make up /create a story.

coral	limpid	petrified	reef	steep	pearl
penetrate	indulgence	heritage	hawker	astounding	

**6. GW.** Create a web project on "Main Attractions of the World."

**7. PW.** Write Indirect questions.

**Model:** *I want to know where the manmade cliff dwellings are situated.*

1. *Where are the manmade cliff dwellings situated?*
2. *Is Grand Canyon man-made or natural wonder?*
3. *When was St. Basil's Cathedral built?*
4. *What natural wonders do you know in the world?*
5. *What is the shape of St. Basil's Cathedral?*
6. *Where does Great Buddha of Kamakura stand now?*
7. *Are these places called natural wonders?*



## Writing

### 8. **CW.** Answer the questions and make three more to ask your classmates..

1. What is the size of Kamakura Buddha?
2. How much does it weigh? Where does it stand?
3. What happened with the original temple?
4. Where are the manmade cliff dwellings situated?
5. Why do you think people carved those shelters on the cliffs?
6. Why were these hybrids of historic temples and above-ground houses built?
7. What do these numbers stand for: 300; 3,000; 2,300; 600; 1975?
8. What can you say about Great Barrier Reef?
9. Where and when can Aurora Borealis be seen?
10. What does Borealis mean? What colours can it be?

### 9. **PW.** Match the words with their definitions.

- |                |   |
|----------------|---|
| 1. snorkelling | a) a hard substance that is red, pink or white in colour, and that forms on the bottom of the sea from the bones of very small creatures. |
| 2. clam        | b) a long line of rocks or sand near the surface of the sea   |
| 3. reef        | c) towards or close to the land   |
| 4. coral       | d) a tropical tree that grows in mud or at the edge of rivers and has roots that are above ground   |
| 5. dugong      | e) the sport or activity of swimming underwater with a snorkel  |
| 6. inshore     | f) so surprising that it is difficult to believe  |
| 7. astounding  | g) a large sea animal with thick greyish skin, which lives mainly in the Indian Ocean and eats plants                                     |
| 8. mangrove    | h) a shellfish that can be eaten. It has a shell in two parts that can open and close.  |

### 10. **PW.** Find out what these numbers in the passages stand for and share your ideas on them.

- |              |              |              |              |
|--------------|--------------|--------------|--------------|
| 1. 1764_____ | 2. 300_____  | 3. 1252_____ | 4. 1554_____ |
| 5. 13_____   | 6. 3000_____ | 7. 1609_____ | 8. 93_____   |

### 11. **PW.** Correct the mistakes in the sentences.

1. Great Barrier Reef is not included in the World-heritage list.
2. The Great Barrier Reef Marine Park stretches for 1,300 km along Australia's north coast.
3. Great Barrier Reef Marine Park was established in 2000 for the people.
4. More than 600 species live in the Reef.
5. Hermitage Museum is called "Dance of the Spirits".
6. The Hermitage Museum was founded in 1864.
7. St Basil's Cathedral, centered in modern day Turkey, has passed between hands many times.

## Lesson 3. Welcome to Azerbaijan

### What you'll learn:

**Vocabulary:** Places of interest

**Grammar:** Revision

**Speaking:** Describing places of interest in Azerbaijan

**Writing:** Prepare a presentation about the places of interest of Azerbaijan.

### WORD FILE

**adorn** [ə'dɔ:n] (v) make more beautiful or attractive

**blaze** [bleiz] (n) a very large or fiercely burning fire.

*Twenty firemen fought the **blaze**.*

**boulder** - a very large rock which has been shaped by water or the weather

**eloquent** [ɛləkwənt] (adj) fluent or persuasive in speaking or writing.

*An **eloquent** speech.*

**engraving** [countable] a picture made by cutting a design on a piece of metal and then printing the design on paper

**gas endowment** [gas ɛn'daʊm(ə)nt] (n) an income or form of property given or bequeathed to someone

**ignite** [ɪg'naɪt] (v) catch fire or cause to catch fire.

**reallocation** [ri:alə'keɪʃ(ə)n] (n) allocate again or in a different way.

*Tests are used to **reallocate** some pupils to a new stream.*

**remains** [ri'meɪnz] the parts of something that are left after the other parts have been used, eaten, removed, etc.

**revenue** [revənju:] (n) income, especially when of an organization and of a substantial nature. *Traders have lost £10,000 in **revenue** since the traffic scheme was implemented.*

**sustainable** [sə'steɪnəb(ə)l] (adj) able to be maintained at a certain rate or level. ***Sustainable** economic growth.*

**transparency** [træ.n'spær(ə)nsi] (n) the condition of being transparent. *The **transparency** of ice.*

**testimony** ['testɪməni] testimony (to something) (formal) a thing that shows that something else exists or is true

**ware** [we:] (n) pottery, typically that of a specified type

## Listening/Speaking

1. **GW/CW.** Speak about the wonders of Azerbaijan and say what they are remarkable for? Which of them would you like to visit? Why? Why do these wonders attract many people?



### Model:

#### Lahij

Being situated on the left bank of the River Ghirdimanchay and on the southern slopes of the Greatest Caucasus Mountain Range the settlement of Lahij is a unique living district. Lahij is one of the most ancient human settlements in Azerbaijan. The village built in the 5<sup>th</sup> century B.C. on the canyon of the river Ghirdimanchay (Upper Caucasus) is small, but very picturesque. The territory is recognized as a cultural reserve and is considered a popular touristic destination of the Great Silk Road.

Lahij has preserved its trade and craft center up to now. You can meet there unique hand-made items from copper, adorned with carving in the form of oriental ornaments, knitted and weaved goods, wood and leather ware, souvenir knives and many other. Houses here are very old and they have survived due to the use of wood in their construction which reduced the strength of earthquakes.

## Listening/Speaking

### 2. **GW.** Listen to the texts and generalize your points of view. Make a presentation.

**Shusha**-located in the western part of Azerbaijan, is the city most directly affected by the Garabagh conflict. In the spring of 1992 Armenian invaders occupied the city. The townspeople have always imagined their town to be invincible. To this day, Shusha is still occupied by Armenian military forces. No Azerbaijanis live there. For Azerbaijanis, Shusha is considered to be the "*Heart of Garabagh*", "*The Conservatoire of the Caucasus*" and "*The Paradise of the Caucasus*". We are especially proud of its cultural beautiful carpets, brilliant musicians and eloquent poets. The fact that they cannot live there today is felt as a deep psychological wound and insult. Azerbaijan government tries to solve the problem in a peaceful way and we believe that the policy of Azerbaijan will return our occupied territories to Azerbaijani people. We do hope to free our Shusha from invaders and see all the refugees and **Internally Displaced People (IDP)** go back to their native lands-hearth. We are sure that our wishes will come true soon and we'll willingly and whole heartedly celebrate that tremendous day.



**Gobustan Rock Art Cultural Landscape** covers three areas of a plateau of rocky boulders rising out of the semi-desert of central Azerbaijan, with an outstanding collection of more than 6,000 rock **engravings bearing testimony** to 12,000 years of rock art. The site also features the remains of inhabited caves, settlements and burials, all reflecting

an intensive human use by the inhabitants of the area during the wet period that followed the last Ice Age, from the Upper Paleolithic to the Middle Ages. The site, which covers an area of 537 ha, is part of the larger protected Gobustan Reservation and was declared a UNESCO World Heritage Site in 2007.

**Azykh Cave**-is located in the south-eastern slopes of the Lesser Caucasus Mountains in the south-west of Azerbaijan on the left bank of the Guruchay River. The cave is in the territory of Khojavand region and unfortunately, this territory has been under Armenian occupation since 1993 and there is no information about the condition of cave after occupation. The cave covers 800 square kilometres of area. There are 8 corridors, which stretch to the length of 600 meters. The height of some of corridors is 20-25 meters. In 1960-1968 an expedition of Azykh Cave led by Azerbaijani archaeologist Mammadali Huseynov found the lower jaw bone of Neanderthal man there and it became clear that the cave was a settlement for the world's most ancient inhabitants (Azikhanthrop).

## Listening/Speaking

**3. GW. Search for some information about the mud volcanoes in Azerbaijan and others in the world, make a booklet or a poster and present it to the class.**

**4. PW. Answer the questions and make up some more questions to ask your classmates.**

1. *How old are the Gobustan rock engravings?*
2. *What reflects an intensive human use of the Gobustan?*
3. *Where is Azykh Cave located?*  
*Why is there no information about the condition of the cave?*
4. *What was found in the cave?*  
*How are the ancient inhabitants of the Azykh Cave called?*
5. *When and who was Shusha occupied by?*
6. *Why is Shusha considered to be the "Heart of Garabagh", "The Conservatoire of the Caucasus" or "The Paradise of the Caucasus"?*

**5. PW. Match the two sides and use them in your own sentences.**

Eternal	flame
Gas	fire
Ancient	times
Flaming	area
Complex	morphology
Bubbling	mud pools
Sinter	mounds

**6. GW. True or false.**

1. Gobustan Rock Art cultural Landscape rises out of the semi-desert of central Azerbaijan.
2. The site covers an area of 5370 ha.
3. There are about 60 rock engravings in Gobustan.
4. Rock engravings bear testimony to 10,000 years of rock art.
5. The inhabitants used the area during the wet period.
6. Wet period followed the last Ice Age.

**7. GW. Read the jokes and retell them in your own words.**

• A man on holiday in Spain thought he would email his sister back in England. But he made a typo, so instead of sending it to Joan Foster, he sent it to Jean Foster, the wife of a recently deceased priest. When she read it, she fainted. It read: "Arrived safely, but it sure is hot down here."

• Doing the rounds of his barns in a remote country area, a farmer came across a parachutist who had landed in hay. "What happened?" asked the farmer. "My chute failed to open." replied parachutist. "Ah, well, if you'd asked the locals before making your jump, you would have known that nothing around here opens on a Sunday."

## Reading

### 1. PW. Read the dialogue and share your ideas on summer plans.

#### Summer Holiday Plans

**Leyla:** I'm so excited! We're leaving school soon!

**Aysel :** Yes, that's great! The school leavers' party and uh-huh... Exams! I think you haven't forgotten them.

**L.:** How can I forget them? Anyway, after all summer holidays are coming! I feel I have to get away from it all.

**A.:** Yes, I also want some changes. Do you have something special in your mind?

**L.:** I'm not sure. I guess I'll just stay home for a week and maybe I'll catch up on my reading. And then I'm going to Turkey. What about you? Have you made any plans for summer?

**A.:** I've decided on one thing - I'll go to my granddad.

**L.:** That's great! For how long?

**A.:** I'll be away for two weeks.

**L.:** So, when are you leaving?

**A.:** I'll probably leave around the end of June. What made you travel to Turkey? You spent last summer there. Is anyone going with you?

**L.:** You know, I am keen on seeing historical places. This time I'm going with my cousin to Cappadocia and Pamukkale. But you haven't told me where your granddad lives.

**A.:** First I'm going to Lahij and then to Khynalyg. I think my granddad will be helpful to understand people and their traditions in Khynalyg. Maybe I will go hiking and find some plants for our garden.

**L.:** Great! Don't forget to send me photos and videos you'll take there. I will send you mine.

**A.:** All right.

### 2. IW/ PW. Find the definitions of the words and expressions.

adorn -

catch up -

anyway -

to get away from it all -

to travel-

### 3. CW. Create your Summer plans.

*Summer plans:*

---

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### 4. GW. Change the sentences in the dialogue above into indirect speech.

**Make a presentation on:** "Azerbaijan's today's prosperity in the economy and its success in many spheres of life."



## Reading

5. **GW.** Use KWL chart to summarize your work on the lesson.

6. **GW.** Read the “Do you know?” passage and answer the following questions  
ake a presentation

*What do you think about Azerbaijan's today's prosperity in the economy and its success in many spheres of life?*

*How could Azerbaijan develop from a poor country into a developed one in such a short time period?*

### DO YOU KNOW...?

After the restoration of independence in 1991, the Republic of Azerbaijan began to realize its sovereign rights in economic field and to implement independent policy. One of the main tasks of the country's leadership in that period was efficient use and **reallocation** of the benefits from rich oil and **gas endowment**. In order to solve this task, in 1999 the President



Heydar Aliyev adopted the Decree promoting cooperation with international companies in this field. Additionally, in order to channel the **revenues** from oil exports to the priority sectors of the economy and important social and economic projects, the State Oil Fund was established. At the current moment, international organizations evaluate positively Oil Fund's activity and its provision of **transparency**. All these were realized thanks to far-sighted policy and intensive activities of the national leader of the Azerbaijan people Heydar Aliyev. The main directions and specifications of socio-economic policy strategy, which is continued successfully and improved by the President of Azerbaijan Ilham Aliyev, is to transit to market economy and to form social, diversified national economy, which possesses ability of **sustainable** self-development and integration to world economy.



## Writing

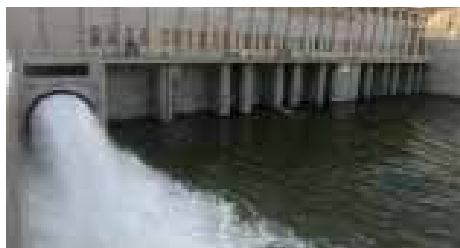
### 1. PW. Create a reasonable speech using the words and expressions in the box.

transparency   self-development   reallocation   independence  
sovereign rights   economic projects   today's prosperity   intensive  
activities   to channel   benefits   market economy   Oil Fund's  
activity   to implement   independent policy   international companies

### 2. PW. Summarize your work using the words and information you learned having a look at the pictures below and speak about modern Baku and Azerbaijan.

*Imagine that you are going to present Azerbaijan in a foreign country and answer the following questions.*

- *What would you include in your report? Why?*
- *What can you say about the wonders of Azerbaijan?*
- *Can you add any other wonders to the list?*
- *Which of them are natural wonders?*
- *Is there a place like Duzdagh or Khynalyg anywhere in the world?*
- *Which of these wonders would you visit first? Why?*



## Writing

3. **GW.** Create a web project on the topics looking through the model "Azerbaijan's today's prosperity", "Welcome to Azerbaijan." Then compare your work with your classmate's.

- Which trip sounds the most exciting?
- What advice would you give someone who wants to travel to Azerbaijan?
- Which hotels, restaurants, means of transportation, and stores would you recommend?

### Model:

"Azerbaijan - Hearth of Fire! Land of Fire!  
Baku- city of winds!  
Azerbaijan - The land of rich History!  
Azerbaijan - Birthplace of Music and Art!  
Goychay - Land of Pomegranates!  
Guba - Land of Delicious Apples  
Gabala - Home of Jazz Music Festival!  
Baku - Home of Formula-1  
Baku - Home of Islamic Games!  
Baku - The First European Games!



4. **PW.** Make up questions according to the given answers.

- a) \_\_\_\_\_ ?  
It is a historical-architectural landmark.
- b) \_\_\_\_\_ ?  
It was built in the 15<sup>th</sup> century BC.
- c) \_\_\_\_\_ ?  
It was built on the canyon of the river Girdmanchay.
- d) \_\_\_\_\_ ?  
Because the wood used in the construction reduced the strength of the earthquakes.
- e) \_\_\_\_\_ ?  
They are mainly hand-made from copper, leather, wood.

5. **GW.** Make collocations matching two sides and use them in your own story making a presentation about the Great Wall.

Great	Wall
Gigantic	dragon
Appealing	attractions
Architectural	grandeur
Historical	significance

## Progress Portfolio

### 1. Plan an interesting trip around the world discussing the following questions with your classmates.

- What time of the year should we travel?
- How are we going to travel?
- What countries and cities should we visit?
- How long should we spend in each place?
- Where are we going to stay?
- Can we buy tickets two or three months before our trip?
- How much money should we take?

### 2. Match the words and definitions. Use them in your presentation about Gobustan.

1. boulder

2. engraving

3. testimony

4. remains

- a) a picture made by cutting a design on a piece of metal and then printing the design on paper
- b) a thing that shows that something else exists or is true
- c) the parts of something that are left after the other parts have been used, eaten, removed, etc.
- d) a very large rock which has been shaped by water or the weather

### 3. GW. Read and complete the table/chart adding more information.

#### Northern Lights – Aurora Borealis

[ɔ:'rɔ:rə,bɔ:'rɪ'eɪlɪs] – (one of the natural wonders of the world) appears in the North sky and is visible only from the Northern Hemisphere. These northern polar lights appear **inadvertently** from September to October and March to April.

The Aurora Borealis is named after the Roman goddess of dawn, Aurora and the Greek name for the north wind, Boreas.

Often seen as a greenish **glow** or occasionally a faint red, the lights consist of solar wind and particles that appear as "curtains" or **streamers** extending in an east-west direction across the sky. Shaped by the earth's magnetic field, the lights are constantly changing and evolving. **The Cree** who live in Central Canada call this phenomenon the "**Dance of the Spirits**".



Places	Countries	Facts and events
Aurora Borealis		
other		

## Progress Portfolio

### 5. Find the spelling and punctuation mistakes and correct them.

#### penang malaysia

known as the pearl of the orient penang is a place to relax eat delicious food to the brink of misery and appreciate malaysia in a new way malaysians are quite proud of their large island- and they should be a legacy of immigration and colonization in penang has produced what is arguably some of the best cuisine in all of southeast asia penang **hawker** food combines the best of malay with influences from chinese and indian immigrants to produce mouth-watering creations

superb food is not the only indulgence on the island you'll find hip museums and art galleries along with plenty of other things to do in penang georgetown may have some **grubby** edges but it's not only charming it's **groovy**



### 6. Make up collocations and use them in your own story making a presentation about Great Barrier Reef.

tropical  
marine  
giant  
hard  
astounding  
outer  
world  
natural  
seven  
mangrove  
fragile  
continental  
living  
east  
coral

space  
ecosystems  
islands  
array  
clams  
coast  
reefs  
world  
fish  
structure  
life  
cay  
islands  
corals  
life  
wonders

**TAKE**

## Grammar Reference

### Gerund or Infinitive

Some verbs are followed by either a gerund or an infinitive with no change in meaning. For example: love, hate, can't stand, like, prefer, begin, start, continue.

Begin enjoying/to enjoy the simple things in life.

Some verbs change meaning, depending on whether they are followed by a gerund or an infinitive.

**remember+infinitive=remember to do smth**

Remember to make time for the important people in your life.

I have to remember to send an e-mail to my friend.

**remember+gerund=remember something that happened in the past.**

I remember having more time for myself.

Do you remember going there when you were a kid?

**forget+infinitive=forget to do something**

Don't forget to turn your cell phone off.

He always forgets to call on my birthday.

**forget+gerund=forget something that happened in the past**

I'll never forget seeing the mountains for the first time.

Can you ever forget going to the beach?

**Stop+infinitive=stop in order to do something**

Stop to smell the roses.

Can you stop to pick up some chocolates for the party?

**stop+gerund=stop an ongoing action**

Stop over-scheduling and spend quality time with friends and family.

You need to stop worrying so much.

**Example:**

**an old plastic container**

**a useful digital alarm clock**

**a frightening old wooden mask**

Fact adjectives-they give us factual information about age, colour, material	Opinion adjectives -they tell us what somebody thinks of something or somebody.	Adjectives of size and length	Adjectives of shape and width
new large old round wooden	nice beautiful delicious lovely interesting	big small tall short long	round fat thin slim

1. How big?	2. How old?	3. What colour	4. Where... from?	5. What is it made of?	+ Noun

## Indirect Speech-Reported Questions

When the Direct question doesn't have a question word, the direct question begins with **If** or **Whether**.

Direct Speech Yes/No questions	Reported/Indirect Speech Yes/No questions:
<b>Is that magazine interesting?</b>	<b>If and Whether</b> have the same meaning. <b>Be careful!</b> <i>I wonder if is that magazine interesting.</i> (wrong) <i>I wonder if that magazine is interesting.</i> (correct)
<ul style="list-style-type: none"> <li>• <i>Have you read this book?</i></li> <li>• <i>Can I borrow your pen?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I want to know whether he has read this book.</i></li> <li>• <i>I wonder whether I can borrow your pen.</i></li> </ul>
<b>Note: If the questions begin with a question word:</b>	
<b>Direct questions:</b>	<b>Indirect questions:</b>
<ul style="list-style-type: none"> <li>• <i>What's the article about?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tell me what the article is about.</i></li> </ul>

*To report questions we can use: wonder, ask, remember, want to know, know, etc.*

I don't know  
Please tell me  
I have no idea  
I wonder  
I don't remember  
Do you remember  
Do you remember  
Do you know

Can you tell me  
Are you sure  
I'm not sure  
I can't tell you  
I'd like to know  
I'm interested to know

**Punctuation Note:** Use a period at the end of the included question if the sentence is a statement. Use a question mark if the sentence begins with a question.

I don't know what time it is.  
Do you know what time it is?

**Usage Note:** When asking for information, especially from a stranger, an included question sounds more polite than a direct question.

**Direct Question:** Who is the director of the day care center?

**More polite:** Can you tell me who the director of the day care centre is?



Yes/No questions	Yes/No questions in Indirect Speech are not real questions so they do not have the word order of questions or a question mark (?); If and Whether have the same meaning. Be careful! Don't say: I wonder if is that magazine interesting. Tell me if is that magazine interesting.
"Have you finished this newspaper?" "Can I borrow your pen?", said my friend.	When the original question doesn't have a question word, the indirect question has if or whether. As well as "ask" we can use "wonder" and "want to know" to report questions. e.g. I'd like to know whether he liked the article. I wonder whether I could borrow your pen.
When will I hear from David? Jane asked herself.	Jane wondered when she would hear from David.
What's the article about? Why did you have to take this book? When was this poem written?	Tell me what the article is about. Could you tell me why you had to take this book? I'd like to know when this poem was written.

VERB TENSES	ACTIVE VOICE	PASSIVE VOICE
PRESENT SIMPLE	He delivers the letters	The letters are delivered.
PAST SIMPLE	He delivered the letters	The letters were delivered.
FUTURE SIMPLE	He will deliver the letters	The letters will be delivered.
PRESENT CONTINUOUS	He is delivering the letters.	The letters are being delivered.
PAST CONTINUOUS	He was delivering	The letters were being delivered.
Present Perfect	He has delivered the letters	The letters have been delivered.
Past Perfect	He had delivered the letters	The letters had been delivered.
Infinitive	He has to deliver the letters	The letters have to be delivered.
Modals	He should deliver the letters	The letters should be delivered.



Tag Questions	
Question tags are short questions placed at the end of the statement.	
Formation	Examples
auxiliary modal verb+subject pronoun	You can drive a car, can't you?
if the statement is positive the question tag is negative	She is coming to work, isn't she?
if the statement is negative, the question tag is positive.	She isn't coming to work, is she?
Question tags are asked: With rising intonation, when we are not sure about some information and are asking for confirmation.	
You have a driving licence, don't you?	
With falling intonation, when we are sure about some information and expect the listener to agree.	
It's quite cold today, isn't it?	
I am your best friend, aren't I? Let's go out tonight, shall we? Let me give you a hand, will you/won't you? This/That is an amazing story, isn't it? Nothing is wrong, is it? There is no reason for him to come over, is there? They have got three children, haven't they? She has lunch at 12 o'clock, doesn't she? Everyone agreed with his proposal, didn't they?	

### The Passive Causative Have/get something done

We use have something done to say that we arrange for somebody else to do something for us. If you have something done, you don't do it, somebody does it for you.

Sample: The roof of Jane's house was damaged in a storm. Yesterday a workman came and repaired it. Jane had the roof repaired yesterday.

This means: Jane arranged for somebody else to repair the roof.

She didn't repair it herself.

Compare:

*Jane repaired the roof* = (she repaired it herself)

*Jane had the roof repaired* = (she arranged smb else to repair it)

#### Get something done

There is no difference in meaning between have and get. You can also say «get something done» instead of «have something done» (mainly in informal spoken English):

When are you going to get the roof repaired? = (have the roof repaired)

I think you should get your hair cut really short.

**REMEMBER:** In the Passive Voice, a *by* phrase is used when the information is important.

*We had the office painted last week. It looks great.* (No «by» phrase)

*We are having the office painted by Royal Painting Services.*

*They are the best.*

<b>Commands-Requests-Advice</b> <b>Tell/Ask somebody to do something</b>	
To report commands, requests, advice, warnings or suggestions, we use the verbs tell, ask, beg, order, command, advise, forbid, warn, encourage, etc. + (object) + full infinitive.	
<b>Other Reporting Verbs</b>	
Refuse/offer/promise + object/threaten (+ object/claim/agree, etc + full infinitive	
<b>Direct Speech</b>	<b>Reported Speech</b>
I'll pick you up from the airport.", he said.	He offered to pick me up from the airport
Accuse smb of/complain to smb about/insist on/admit to/deny/apologize for/ing form	
Susan said, "He stole the old woman's bag."	Susan accused him of stealing the old woman's bag."
Complain/explain/agree/claim/deny/promise/threaten/warn+object	+ that clause
My coffee is too cold."she said !	She complained that her coffee was too cold
Mind your own business!", our teacher said to us.	Our teacher told us to mind our own business.
"Keep the volume down!", George said to his neighbour.	George told his neighbour to keep the volume down.
"Don't talk while you have food in your mouth!", my mother said to my brother.	My mother told my brother not to talk while he has food in his mouth.

## Punctuation Capital Letters

We use capital letter for:

- people's initials and names, their marital status and job title:  
Ms Brown Personnel Manager
- the names of initials of companies:  
International Chemicals IBM
- The names of places:  
New Zealand Park Road
- Languages, nationalities and religions:  
Tom speaks Chinese, a Greek statue, Arif is Muslim.
- days, months and public holidays: Novruz Christmas New Year
- The most important words in titles of books, magazines, films, etc:  
Empire of the Sun

Pronouns	
one-ones are used if we do not want to repeat a countable noun	Would you like the green sweater or the blue one? Where are the glasses? I need some tall ones.
<b>Other/the other can be used as an adjective and pronoun in a sentence.</b>	
"Other" means "more " or "different". Used to refer to people or things that are additional or different to people or things that have been mentioned or are known about.	Mr Harris and Mrs Bate and three other teachers were there. Are there any other questions? What other writers do you know?
After words the, my, your, etc. is used to refer the second of two people or things	My other brother is a doctor. I've got two sons. One of them lives in England and the other one studies in Spain. He raised one hand and then the other.
After the words the, my, your, etc. it is used to refer to the remaining people or things in a group.	I'll read my other book. -this isn't interesting, What about the other ones?
After the article "the" it is used to refer to a place, direction, etc. that is opposite to where you are, you are doing, etc.	I work on the other side of the town
others-the rest =more, apart from those already mentioned	
<b>Another can be used as a determiner and pronoun in a sentence.</b>	
another=one more. It can also go with expressions of time, distance or money.	I'd like another glass of apple juice
another means one more; an extra thing or person.	Would you like another drink? She has got another question.
another means different, a different person or thing.	Let's do it another time. The room is small, let's see if they have got another one.
another means a person or thing of a very similar type	

**Some quantifiers can be used with singular count nouns.**

one person	each manager	every employe		
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**Some quantifiers can only be used with plural count nouns.**

two problems	several young people	a few managers	A couple of employees A number of companies A majority of professionals	both teachers
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**Some quantifiers can be used with non-count nouns.**

A little of productivity	much choice	A great deal of interest	Not as much satisfaction	
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**Some quantifiers can be used with both count and non-count nouns.**

Count nouns/Countable nouns	Non-count nouns/Uncountable nouns
No people some/any employees a lot of companies a third of the companies plenty of businessmen all teenagers most students more cities	no choice\ some/any conformity a lot of individuality a third of the money plenty of satisfaction most dissatisfaction all innovation more interest

**Dear Students!**

**Rules how to use Books**

- Return books to the library on time in clean and tidy form
- Don't have food or drink while reading
- Don't make dog's ears on the pages of the books
- Don't put a pen or a pencil into a book
- Keep books far from domestic animals
- Protect books from rain and water
- Don't write on the pages of books with a pen or a pencil
- Try to restore books if they are damaged
- Don't stick/ paste sticky pictures on the books

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## VOCABULARY

### A a

**absorb** [əb'sɔ:b] (*v*) take in and understand fully (*information, ideas, or experience*)  
**acceptable** [ək'septəb(ə)l] (*adj*) able to be agreed on; suitable.  
**acupuncture** ['ækjuː.pʌŋ(k)tʃə] (*v*) a system of complementary medicine  
**add up** [æd ʌp] (*v*) increase in amount, number, or degree.  
**adorn** [ə'dɔ:n] (*v*) make more beautiful or attractive  
**affectionate** [ə'fekʃ(ə)nət] (*adj*) readily feeling or showing fondness or tenderness.  
**ailment** ['eɪlm(ə)nt] (*n*) an illness, typically a minor one.  
**awareness** [ə'we:nəs] (*n*) knowledge or perception of a situation or fact  
**apparently** [ə'pərəntli] (*adv*) as far as one knows or can see  
**alarming rate** [ə'la:mɪŋ] worrying or disturbing.  
**altitude** ['æltɪtju:d] (*n*) the height of an object or point in relation to sea level or ground level.  
**attire** [ə'taɪə] (*n*) clothes, especially fine or formal ones.  
**astounding** [ə'staʊndɪŋ] (*adj*) so surprising that it is difficult to believe  
**avoid** [ə'vɔɪd] (*v*) keep away from or stop oneself from doing (something)

### B b

**bad-tempered** [ˌbəd'tempəd] (*adj*) easily annoyed or made angry.  
**baggy** ['bægi] (*adj*) of clothing) loose and hanging in folds. **Baggy trousers.**  
**bead** [bi:d] (*n*) a small piece of glass, stone, or similar material that is threaded with others to make a necklace  
**beholder** [bi'həʊldə] (*n*) a person who sees or observes someone or something.  
**be keen (on)** [br: ki:n] (*v*) be interested in  
**beware** [br'we:] (*v*) be careful, be on one's guard, be protected  
**beverage** ['bev(ə)rɪdʒ] (*n*) a drink other than water  
**billboard sign** [bɪlbɔ:d sɑɪn] a large outdoor board for displaying advertisements.  
**blaze** [bleɪz] (*n*) a very large or fiercely burning fire.  
**body piercing** ['bɒdi piəsɪŋ] inserting rings, studs, or other pieces of jewellery on parts of body.  
**boost** [bu:st] (*v*) help or encourage (something) to increase or improve.  
**boulder** - a very large rock which has been shaped by water or the weather  
**breakdown** [breɪkdaʊn] (*n*) a mechanical failure.  
**bridal** [braɪd(ə)l] (*adj*) concerning a bride or a newly married couple.  
**brimming** ['brɪmɪŋ] (*v*) fill or be full to the point of overflowing. **A brimming cup.**  
**burden** [bə:d(ə)n] (*n*) a load, typically a heavy one.

### C c

**catwalk** [katwɔ:k] (*n*) a platform extending into an auditorium, along which models walk to display clothes in fashion shows.  
**cellulose** [seljʊləʊz] (*n*) an insoluble substance which is the main constituent of plant cell walls and of vegetable fibres such as cotton.  
**charge** [tʃɑ:dʒ] demand/ amount as a price for a service provided or goods supplied.  
**chasm** [kæzm] (*n*) a deep fissure in the earth, rock, or another surface.  
**chemotherapy** [ki:mə(ʊ)θerəpi] (*n*) the treatment of disease by the use of chemical substances.  
**chore** [tʃɔ:] (*n*) a routine task, especially a household one.  
**chunks** [tʃʌŋks] (*n*) a thick, solid piece of something.  
**cinchona tree** [sɪŋ'kəʊnə] (*n*) an evergreen South American tree or shrub with fragrant flowers, cultivated for its bark.  
**clam** [klæm] (*n*) a shellfish that can be eaten. It has a shell in two parts that can open and close.  
**cognitive** ['kɒɡnɪtɪv] (*adj*) relating to cognition.  
**confusion** [kən'fju:ʒ(ə)n] (*n*) uncertainty about what is happening, intended, or required  
**continuum** [kən'tɪnjuəm] a continuous sequence  
**convey** [kən'veɪ] (*v*) transport or carry to a place.  
**consume** [kən'sju:m] (*v*) eat, drink, or ingest food or drink  
**constant** ['kɒnst(ə)nt] (*adj*) occurring continuously over a period of time.  
**controversy** [kən'trɒvəsi] (*n*) prolonged public disagreement or heated discussion.  
**commit** [kə'mɪt] (*v*) perpetrate or carry out, function, put to use (a mistake, crime, or immoral act)  
**competitive** [kəm'petɪtɪv] (*adj*) relating to or characterized by competition.  
**compelling** [kəm'pɛlɪŋ] (*v/adj*) evoking interest, attention, or admiration in a  
**cope with** [kəʊp wɪð] (*v*) deal effectively with smth difficult; manage handle, carry on; satisfy or fulfill; "meet a need".  
**corpus callosum** - a board band of nerve fibers joining the two hemispheres of the brain  
**counterparts** ['kaʊntəpɑ:ts] (*n*) a person or thing that corresponds to or has the same function as another person.  
**courtesy** ['kɔ:tsi] (*n*) the showing of politeness in one's attitude and behaviour towards others.  
**cultural literacy** [kʌltʃ(ə)r(ə)l lɪt(ə)rəsi] (*n*) knowing about and respecting the culture of others.  
**cues** [kju:] (*n*) remarks, words, reminders.  
**customary** [kʌstəm(ə)rɪ] (*adj*) usual or traditional in a particular culture powerfully irresistible way.  
**cute** [kju:t] (*adj*) attractive in a pretty or endearing way.

### D d

**daring** [deərɪŋ] (*adj*) (of a person or action) adventurous or brave. **A daring crime.**  
**data** ['dɜ:tə] (*n*) facts and statistics collected together for reference or analysis.

**dehydrate** [di:'hɑ:'dret ] (*v*) cause (a person or their body) to lose a large amount of water.

**depict** [di:'pɪkt ] (*v*) represent by a drawing, painting, or other art form.

**desperately** [dɛsp(ə)rətli ] (*adv*) in a way that shows despair.

**despite** [ di:'spait ] (*adv*) without being affected by; in spite of.

**dignity** ['dɪgnɪti] (*n*) the state or quality of being worthy of honour or respect. *The dignity of labour.*

**diminish** [di'mɪnɪʃ ] (*v*) make or become less.

**disapproval** [dɪsə'pru:vəl] (*n*) possession or expression of an unfavourable opinion.

**discarded** [dɪskɑ:'dɪd ] (*adj*) 1. ejected, rejected, thrown away (*v*) 2. get rid of someone or something as no longer useful or desirable.

**discourteous** [dɪs'kɜ:təs] (*adj*) showing rudeness and a lack of consideration for other people.

**disorders** [dɪs'ɔ:də] (*n*) a state of confusion.

**distinctive** [di'stɪŋ(k)trɪv] (*adj*) characteristic of one person or thing, and so serving to distinguish it from others.

**distinction** [di'stɪŋ(k)ʃ(ə)n] (*n*) a difference or contrast between similar things or people.

**dome** [dəʊm] (*n*) a round roof of a building or structure, typically with a circular base

**dole** [dəʊl] (*n*) (usually the dole) British informal mass noun Benefit paid by the state to the unemployed.

**downside** [daʊnsaɪd] (*n*) the negative aspect of something otherwise regarded as good or desirable.

**dugong** ['du:ɡɒŋ] (*n*) a large sea animal with thick greyish skin, which lives mainly in the Indian Ocean and eats plants

**durable** ['djʊərəb(ə)l] (*adj*) something that is strong and lasts a long time without breaking or becoming weaker.

**dwelling** [dwelɪŋ] (*n*) a house, flat, or other place of residence.

## E e

**eccentric** [ek'sentrik] (*adj*) (of a person or their behaviour) unconventional and slightly strange.

**edge** [edʒ] (*n*) the outside limit of an object, area, or surface. *A willow tree at the water's edge.*

**effortlessly** ['ɛfətəslɪ ] (*adv*) in a manner requiring no physical or mental exertion.

**eloquent** [eləkwənt] (*adj*) fluent or persuasive in speaking or writing. *An eloquent speech.*

**engraving** [countable] a picture made by cutting a design on a piece of metal and then printing the design on paper

**entitle** [en'taɪt(ə)l] (*v*) (be entitled to) give (someone) a legal right or just claim to receive or do something.

**equate** [ɪ'kwetɪ] (*v*) consider (one thing) to be the same as or equivalent to another.

**etiquette** [eti'ket] (*n*) the "rules" for polite behaviour in society or in a particular group

**eternity** [ɪ'tɜ:nɪti] (*n*) time without an end or a state of existence outside time.

**eventually** [ɪ'ventʃ(ə)li] (*adv*) In the end, after a long delay, dispute.

**excessive** [ɪk'sesɪv] (*adj*) more than necessary, normal, or desirable; immoderate.

**exceptionally** [ɪk'sepʃ(ə)nəli] (*adv*) to a greater degree than normal; unusually.

**expense** [ek'spens] (*n*) the cost incurred or required for something.

**expenditure** [ɪk'spendɪtʃə] (*n*) expenses, charges, outlay

**explicit** [ɪk'splɪsɪt] (*v*) stated clearly and in detail, leaving no room for confusion or doubt.

**extravagant** [ɪk'stravəɡ(ə)nt ] (*adj*) lacking restraint in spending money or using resources. *It was rather extravagant to buy both.*

**extrovert** [ɪ'ekstrəvɜ:t] (*n*) an outgoing, socially confident person.

## F f

**fad** [fæd ] (*n*) an intense and widely shared enthusiasm for something, especially one that is short-lived.

**fake** [feɪk] (*adj*) a thing that is not genuine.

**fatal** ['fɛt(ə)l] (*adj*) causing death. *A fatal accident.*

**fertility** [fɜ:'tɪlɪti] (*n*) the quality of being fertile; productiveness

**fine** [faɪn] (*n*) 1. penalty, surcharge 2. very small particles found in mining, milling, etc.; petty, small

**foresee** [fɔ:'si:] (*v*) be aware of beforehand; predict.

**foster** ['fɒstə] (*v*) encourage the development of something desirable

**foxglove** ['fɒksɡlɒv ] (*n*) a tall Eurasian plant with erect spikes of pinkish-purple or white flowers shaped like the fingers of gloves. It is a source of the drug digitalis.

**fulfill** [fʊl'fɪl] (*v*) carry out (a task, duty, or role) as required, or expected

## G g

**gas endowment** [ɡas ɛn'dəʊm(ə)nt] (*n*) an income or form of property given or bequeathed to someone

**generosity** [dʒenə'rɒsəti] (*n*) The quality of being kind and generous.

**genes** [dʒi:nz] (*n*) (in informal use) a unit of heredity which is transferred from a parent and is held to determine some characteristic of the offspring. *Playing tennis is in my genes.*

**grace** [ɡreɪs] (*n*) smoothness and elegance of movement.

**graffiti** [ɡræ'fi:ti] (*n*) writing or drawings scribbled, scratched or sprayed on a wall or other surface in a public place. **glow** [ɡləʊ] (*n*) a steady radiance of light or heat

**gorge** [ɡɔ:ɔ:ɔ:] (*n*) a narrow valley between hills or mountains, typically with steep rocky walls and a stream running through it

## H h

**hem and haw** - to put off, delay, postpone

**hemispheres** ['hemɪsfɪə] (*n*) a half of a sphere

**hence** [hens] (*adv*) as a consequence; for this reason

**honeymoon** ['hʌnmu:n] (*n*) a holiday spent together by a newly married couple.

**hybrid** [haɪbrɪd] (*n/adj*) the offspring of two plants or animals of different species or varieties, such as a mule.

## I i

**ignite** [ɪɡ'naɪt] (*v*) catch fire or cause to catch fire.

**imagery** ['ɪmɪdʒ(ə)rɪ ] (*n*) visually descriptive or figurative language, especially in a literary work. *Tennyson uses*



**impact** ['ɪmpækt] (*n*) the action of one object coming forcibly into contact with another.  
**impressionable** [ɪm'preʃ(ə)nəb(ə)l] (*v*) easily influenced.  
**implicit** [ɪm'plɪsɪt] (*v*) suggested though not directly expressed.  
**impulse** ['ɪmpʌls] (*n*) a sudden strong and unreflective urge or desire to act.  
**inappropriate** [ɪnə'prouprɪət] (*adj*) not suitable or proper in the circumstances.  
**inadvertently** [ɪnəd'və:t(ə)ntli] (*adv*) without intention; accidentally.  
**inconsiderate** [ɪnkən'sɪd(ə)rət] (*adj*) thoughtlessly causing hurt or inconvenience to others.  
**indulge** [ɪn'dʌldʒ] (*v*) allow oneself to enjoy the pleasure of.  
**indulgence** [ɪn'dʌldʒəns] the state or attitude of being indulgent or tolerant  
**inherit** [ɪn'herɪt] (*v*) receive (money, property, or a title) as an heir at the death of the previous holder.  
**insincerity** [ɪnsɪn'serɪti] (*n*) the quality of not expressing genuine feelings.  
**inshore** [ɪn'ʃɔ:] (*adj/adv*) towards or close to the land  
**inject** [ɪn'dʒekt] (*v*) introduce (a liquid, especially a drug or vaccine) into the body with a syringe.  
**initially** [ɪ'ɪnɪʃ(ə)li] (*adv*) at first. *Initially, he thought the new concept was nonsense.*  
**interfere** [ɪntə'fɪə] (*v*) intervene in a situation without invitation or necessity.  
**introvert** [ɪntrəvɔ:t] (*n*) a shy and typically self-centered person  
**invest** (in) [ɪn'vest] (*v*) put (money) into financial schemes, shares, property, or a commercial venture with the expectation of achieving a profit.  
**irritate** ['ɪrɪteɪt] (*v*) make someone annoyed or a little angry. *His tone irritated us.*

## K k

**keep up with** - (*v*) learn about or be aware of (current events or developments)  
**keep track** [ki:p træk] keep (or fail to keep) fully aware of or informed about.

## L l

**lard** [lɑ:d] (*n*) fat from the abdomen of a pig that is rendered and clarified for use in cooking.  
**lasagna** [lə'zɑ:njə] (*n*) pasta in the form of wide strips  
**lavender** ['læv(ə)ndə] (*n*) a small aromatic evergreen shrub of the mint family, with narrow leaves and bluish-purple flowers, used in perfumery and medicine.  
**lean forward** [li:n 'fɔ:wəd] (*v*) move into a sloping position; in the direction that one is facing - towards the front  
**lick** [lɪk] (*v*) pass the tongue over (something) in order to taste, moisten, or clean it.  
**limbic system** [lɪmbɪk sɪstəm] (*n*) a complex system of nerves and networks in the brain, involving several areas near the edge of the cortex concerned with instinct and mood. the basic emotions (*fear, pleasure, anger*) and drives hunger, sex, dominance, care of offspring.  
**linker** [lɪŋkə] (*n*) a thing that links other things, in

particular

**lotion** ['ləʊʃ(ə)n] (*n*) a thick, smooth liquid preparation designed to be applied to the skin for medicinal or cosmetic purposes.

## M m

**make ends meet** - make enough money to live  
**mandatory** - required by law or mandate; compulsory.  
**mangrove** ['mæŋgrəʊv] (*n*) a tropical tree that grows in mud or at the edge of rivers and has roots that are above ground  
**manipulative** [mæ'nɪpjʊlətɪv] (*adj*) characterized by unscrupulous control of a situation or person  
**marvel** [mɑ:v(ə)l] (*v*) be filled with wonder or astonishment. *She marvelled at Jeffrey's composure.*  
**maternity** [mæ'tɜ:nɪti] (*n*) motherhood.  
**mature** [mæ'tʃʊə] (*adj*) having reached a stage of mental or emotional development characteristic of an adult  
**max** [mæks] (*v*) reach the limit of capacity or ability.  
**metropolis** [mi'trɒp(ə)lɪs] (*n*) the capital or chief city of a country or region.  
**miraculous** [mɪ'rækjʊləs] (*adj*) of the nature of a miracle or having the power to work miracles. A miraculous cure.  
**mobility** [məʊ'bɪləti] (*n*) the ability to move or be moved freely and easily.  
**moderately** [mɒd(ə)rətli] (*adj*) to a certain extent; quite; fairly. *The event was moderately successful.*  
**modesty** [mɒdɪsti] (*n*) the quality or state of being unassuming in the estimation of one's abilities.  
**moody** ['mu:di] (*adj*) (of a person) given to unpredictable changes of mood. *His moody adolescent brother.*  
**mods** [mɒdz] (*n*) the Moderations examination at Oxford University.

## N n

**nappy** ['næpi] a piece of towelling / soft thick cloth or paper wrapped round a baby's bottom in order to soak up its urine  
**nature-nurture controversy** [neɪtʃə 'nə:tʃə 'kɒntrəvɜ:si] (*n*) dispute about nature  
**notify** ['nəʊtɪfaɪ] (*v*) inform (someone) of something, typically in a formal or official manner  
**nurture** ['nə:tʃə] (*v*) care for and protect someone or something while they are growing.

## O o

**otherwise** [ədəwaɪz] (*adv*) in circumstances different from those present or considered; or else.  
**outfit** ['aʊtfɪt] (*n*) a set of clothes worn together, especially for a particular occasion or purpose.  
**overdressed** [əʊvə'drest] (*adv*) dressed in a way that is too elaborate or formal for a particular situation.  
**owe** [əʊ] (*v*) have an obligation to pay or repay (something, especially money) in return for something received.

## P p

**patch** [pætʃ] (*n*) a piece of cloth or other material used to mend or strengthen a torn or weak point.  
**payday** [w] the day when one gets salary  
**payment** [peɪm(ə)nt] (*n*) the action or process of paying someone or something or of being paid.

**peeve** [pi:v] (v) make (someone) rather annoyed; irritate.

**penetrate** [penitreit] (v) go into or through (something), especially with force or effort.

**perplexing** [pə'pleksɪŋ] (adj/v) 1. completely baffling, very puzzling, mystifying, mysterious, bewildering, confusing. 2. cause (someone) to feel completely baffled.

**philanthropist** [fi'lanθrəpɪst] (n) a person who seeks to promote the welfare of others, especially by the generous donation of money to good causes.

**placebo** [plə'si:bəʊ] (n) a medicine or procedure prescribed for the psychological benefit to the patient rather than for any physiological effect.

**plateau** ['plætəʊ] (n) an area of fairly level high ground

**plummet** ['plʌmɪt] 1) a steep and rapid fall or drop 2) a plumb or plumb line

**pop in** [pɒp ɪn] (v) appear suddenly

**pointless** [pɔɪntləs] (n) having little or no sense, use, or purpose. *Speculating like this is a pointless exercise.*

**pounding** ['paʊndɪŋ] (v/n) repeated and heavy striking or hitting of someone or something.

**prominence** [prə'mɪnəns] (n) the state of being important

**provoke** [prə'vəʊk] (v) stimulate or incite someone to do or feel something, especially by arousing anger in them

**puffy** [pʌfi] (adj) gathered to give a rounded shape.

**punctuality** [pʌŋ(k)tʃu'ælɪti] (n) the habit of being on time

**punctuate** ['pʌŋ(k)tʃueɪt] (v) insert punctuation marks in (text)

**put aside** [pʊtə'saɪd] (v) that has been put aside; dismissed, rejected.

## Q q

**quaint** [kweɪnt] (adj) attractively unusual or old-fashioned

**quinine** ['kwɪni:n] (n) a bitter crystalline compound present in cinchona bark, used as a tonic and formerly as an antimalarial drug.

**quotient** [kwəʊʃ(ə)nt] a result obtained by dividing one quantity by another.

## R r

**rapper** [ræpə] (n) a person who performs rap music.

**reallocation** [ri:ələ'keɪʃ(ə)n] (n) allocate again or in a different way.

**rebel** ['reb(ə)l] (n) a person who rises in opposition or armed resistance against an established government or leader.

**refine** [rɪ'faɪn] (v) remove impurities or unwanted elements from (a substance), typically as part of an industrial process.

**reef** [ri:f] (n) long line of rocks or sand near the surface of the sea

**regardless** [rɪ'gɑ:dləs] (adv) despite the prevailing circumstances.

**relieve** [rɪ'li:v] (v) cause (pain, distress, or difficulty) to become less severe or serious.

**remains** [rɪ'meɪnz] the parts of something that are left after the other parts have been used, eaten, removed, etc.

**retention** [rɪ'tenʃ(ə)n] (n) the continued possession, use or control of something.

**retain** [rɪ'teɪn] (v) continue to have something; keep possession of. *Labour retained the seat.*

**revenue** [revənju:] (n) income, especially when of an organization and of a substantial nature.

**rigid** [rɪdʒɪd] (adj) unable to bend or be forced out of shape; not flexible. *A seat of rigid orange plastic.*

**roll neck** [rəʊlnek] (adj) a high loosely turned-over collar. *as modifier: A black roll-neck sweater.*

**run out of money** - be without money

## S s

**sainthood** ['seɪnthʊd] (n) the status of a saint.

**salad dressing** (n) a source for salads, consisting of oil and vinegar with herbs

**sand cure** [sænd kjuə] (n) treatment, therapy, remedy or healer with sand

**sane** [seɪn] (adj) (of a person) of sound mind; not mad or mentally ill. *Hard work kept me sane.*

**sap** [sæp] (n) the fluid which circulates in the vascular system of a plant, consisting chiefly of water with dissolved sugars and mineral salts.

**saving accounts** - a deposit account

**scar** (n) - trace, tear, cicatrice

**scent** [sent] (n) a distinctive smell, especially one that is pleasant. *The scent of freshly cut hay.*

**self-esteem** [selfe'sti:m] (n) confidence in one's own worth or abilities; self-respect.

**self-socialization** [səʊʃ(ə)laɪ'zeɪʃ(ə)n] (n) the activity of mixing socially with others, communication skills.

**sensory** ['sensəri] (adj) relating to sensation or the physical senses

**seth** [seθ] (n) a merchant or banker.

**siblings** ['sɪblɪŋ] (n) each of two or more children.

**shorthand** ['ʃɔ:thænd] (v) a method of rapid writing by means of abbreviations and symbols.

**skin-deep** [skɪn'di:p] (adj) not deep or lasting; superficial. *Their left-wing attitudes were only skin-deep.*

**slack** (n) - not tightly held in position; loose. A slack rope.

**snorkel** ['snɔ:k(ə)l] (n) a tube for a swimmer to breathe through while under water

**societal** [sə'saɪətl] relating to society

**spectrum** ['spektrəm] (n) a range of different colours, as seen in a rainbow

**spiritual healing** [spɪrɪtʃʊəl hi:lɪŋ] (n) the use of spiritual practices, such as prayer, for the purpose of effecting a cure of or an improvement in an illness.

**split the bill** [splɪt ðə bɪl] (v) to share the bill.

**spit** [spɪt] (v) eject saliva forcibly from one's mouth, sometimes as a gesture of contempt or anger.

**stick** [stɪk] (n) a thin piece of wood that has fallen or been cut off a tree.

**stereotype** [steriə(ə)taɪp] (n) a widely held but fixed and oversimplified image or idea of a particular type of a person or thing.

**straddle** [strædə(ə)l] (v) sit or stand with one leg on either side of.

**streamer** ['stri:mə] (n) a long, narrow strip of material used as a decoration or symbol

**strenuous** ['streɪnjʊəs] (adj) requiring or using great effort or exertion.

**stripy** [straɪpi] (adj) striped. *A stripy T-shirt.*

**store** [stɔ:] (v) keep or accumulate (something) for future use. *A small room used for storing furniture.*

**subcontinent** [sʌb'kɒntɪnənt] (n) a large distinguishable part of a continent.

**subdued** [səb'dju:d] (adj) (of a person or their manner) quiet and rather reflective or depressed.

**subsidiary** [səb'sɪdɪəri] (adj) less important than but related or supplementary to something.

**subsidized** [səbsɪdaɪz] support (an organization or activity) financially.

**subsequent** [səbsɪkw(ə)nt] (adj) coming after something in time; following. *The theory was developed subsequent to the earthquake of 1906.*

**sulk** [ˈsʌlk] (v) be silent and bad-tempered out of annoyance or disappointment

**summit** ['sʌmɪt] (n) the highest point of a hill or mountain. *She climbed back up the path towards the summit.*

**sustainable** [sə'steɪnəb(ə)l] (adj) able to be maintained at a certain rate or level. *Sustainable economic growth.*

**swap** [swɒp] take part in an exchange of. *We swapped phone numbers.*

**sweatshirt** [swetʃɜ:t] (n) a loose, warm sweater, typically made of cotton, worn when exercising or as leisurewear.

## T t

**taboo** [tə'bu:] (n) not allowed because of very strong cultural or religious rules; ban prohibition, embargo, interdict

**tatty** ['tæti] (adj) worn out and shabby; in poor condition.

**take hold of** (v) start to have an effect

**tedious** ['ti:diəs] (adj) too long, slow, or dull; tiresome or monotonous. *A tedious journey.*

**temporarily** [temp(ə)r(ə)rɪli] (adv) for a limited period of time; not permanently.

**tend** [tend] (v) regularly or frequently behave in a particular way or have a certain characteristic.

**tension** ['tenʃ(ə)n] (n) the state of being stretched tight.

**testimony** ['testɪməni] testimony (to something) (formal) a thing that shows that something else exists or is true

**tick off** [tik f] (v) mark an item in a list with a tick to show that it has been dealt with.

**track** [træk] (n) a rough path or road, typically one beaten by use rather than constructed.

**transparency** [træ'nspær(ə)nsi] (n) the condition of being transparent. *The transparency of ice.*

**tray edge** [treɪ edʒ] (v) 1. provide with a border or edge. 2. move or cause to move gradually or furtively in a particular direction

**travertine** ['travətɪn] white or light coloured chalky rock deposited from mineral springs

**trendy** [trendi] (adj) very fashionable or up-to-date.

**trend** [trend] (n) a general direction in which something is developing or changing.

**tuck away** (v) store sth. in a secure place

**tumour** ['tju:mə] (n) a swelling of a part of the body, generally without inflammation caused by an abnormal growth of tissue

## U u

**unavoidable** [ʌnə'vɔɪdəb(ə)l] (adj) not able to be avoided, prevented, or ignored; inevitable.

**undergo** [ʌndə'gəʊ] (v) experience under take, force; something unpleasant or painful; go through, experience, undertake,

**unhygienic** [ʌnhɪəɪ'dʒi:nɪk] (adj) not clean or sanitary. *Damp, unhygienic accommodation.*

## V v

**venue** [venju:] (n) the place where something happens, especially an organized event such as a concert, conference, or sports competition.

**vicinity** [vɪ'sɪnɪti] (n) the area near or surrounding a particular place.

**virtually** [vɜ:tʃʊəli] (adv) actually, in fact, de facto, nearly; almost.

**virtue** [vɜ:tju:] (n) behaviour showing high moral standards. *Paragons of virtue.*

**vulnerable** ['vʌln(ə)rəb(ə)l] (adj) exposed to the possibility of being attacked or harmed, either physically or emotionally.

## W w

**ware** [we:] (n) pottery, typically that of a specified type

**weblish** [ˈwebliʃ] (v/n) (Computer Science) informal, the shorthand form of English that is used in text messaging, **well-to-do** [ˌwel tə 'du:] rich enough to be able to do and buy most of the things.

**welfare state** [ˌwelf steɪt] (n) a system whereby the state undertakes to protect the health and well-being of its citizens, especially those in financial or social need, by means of grants, pensions, and other benefits.

**well off** [wel əf] (adj) rich, wealthy

**wig** [wɪɡ] (n) a covering for the head made of real or artificial hair, typically worn by judges and barristers in law courts or by people trying to conceal their baldness.

**wrinkle** ['rɪŋkl] a slight live or fold in something, especially fabric or the skin of the face; crease

## Y y

**youngster** ['jʌŋstə] (n) a child, a young person

## Z z

**zipper** ['zipə]/(n) a device used to open and close parts of clothes and bags that consists of two rows of metal or plastic teeth which separate or fasten together as you pull a small tag along them.